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NORTH CAROLINA

Journal of Education.

VOL. I.

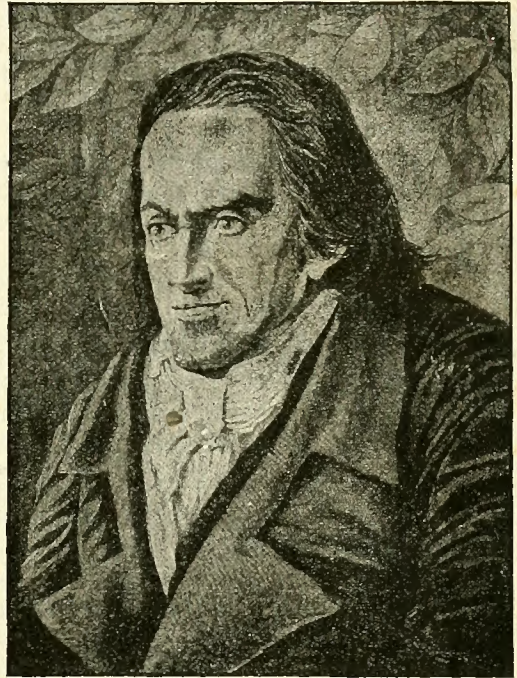
GREENSBORO, N. C., SEPTEMBER, 1897.

NUMBER 2.

I did not and do not wish to teach the world art and science; I know none. I did and do wish to make the learning of the first beginning-points easy for the common people, who are forsaken and left to run wild; to open the doors of art, which are the doors of manliness, to the poor and weak of the land; to set fire to the barrier that keeps the humbler citizens of Europe far behind the barbarians of the south and north, because it shuts out one man in ten from the social rights of men, from the right to be educated, or at least from the possibility of using that right.

May this barrier burn above my grave in blazing flames. Now, indeed, I know that I lay a weak coal in dank wet straw—but I see a wind, no longer afar off, and it will fan the coal; gradually the wet straw around me will be dried, will become warm, will kindle and burn. Yes; however wet it may be round me now, it will burn, it will burn!

Each of our moral, intellectual and physical powers must depend for its development upon itself alone and not on any artificial external influences. Faith must proceed from faith; thought must proceed from thought; love must proceed from love; art, too, must proceed from actual art and skill, and not from endless discussions about them. And this return to the true method of nature for the development of our powers requires the work of education to be subordinated



JOHN HENRY PESTALOZZI.

to the knowledge of the various laws which control those powers.

It is recorded that God opened the heavens to the patriarch of old and showed him a ladder leading thither. This ladder is let down to every descendant of Adam; it is offered to thy child. But he must be taught to climb it. And let him not attempt it by the cold calculations of the head, or the mere impulses of the heart; but let all these powers combine, and the noble enterprise will be crowned with success.

an elastic step; the voice of children released from the hard lot of bearing the burdens of age in tender youth, shall ring in mirth on our streets, and the "forgotten man" will walk upright in the image of his maker.

The JOURNAL OF EDUCATION asks the continued co-operation of all friends of humanity in hastening this day. The enlistment is for the war.

THE WOMAN'S AID SOCIETY.—Almost every social institution is helped, in these days, by some kind of woman's aid society. The Y. M. C. A., the hospital, the parsonage, the rectory, the missionary cause, the church building, all charities of whatever nature have their associations of this kind, and they render very material aid. Why should not every public school have its woman's aid society? The school is not only the training ground for the children; it is also their home for a great part of their early life. What nobler thing can mothers and young ladies undertake than to aid in making the school more efficient and the homes of their children and younger brothers and sisters more comfortable and attractive? The ladies of Lincolnton, N. C., led by Miss Hoke, Mrs. Bynum and others, have organized such a society. They will look after the comfort and beauty of their school house and grounds, will see that there is a small collection of books and papers suitable for children to read, and will do for the school and children many other things which only the loving care of the mother and the skilled hand of woman can accomplish. Let the women of every school district in North Carolina follow the example of Lincolnton.

The NORTH CAROLINA JOURNAL OF EDUCATION hopes within the next few years to reach every teacher and school officer in the state and a very large number of citizens interested in the improvement of our schools and other means of public education. We want ten thousand subscribers within the next six months. Let every one receiving a copy of this number help us by sending his own subscription and that of a friend. The JOURNAL must depend on its friends for its support and its life, but it will not fail to deserve their support and to prove itself worthy of living.

Let every public school in the state begin this year to equip itself with a small library of well selected books of the best literature for its pupils. Township committees have a perfect legal right to use a small amount of the school fund for this most necessary part of the equipment of the schools. For a few dollars forty or fifty of the best books may be put into the hands of the children, and it is impossible to estimate the good that might be accomplished in this way and at little expense. We shall have more to say about this next month.

In the next number of this journal Prof. Moses will continue his article on reading, and a systematic discussion of other subjects of the elementary schools will be begun, the first of a series of typical lessons in North Carolina geography and history will appear, and a brief and clear digest of the school law will be given for the benefit of county and township school officers. A department of child study will also be added.

No apology needs to be made for filling so much of our space this month with extracts from President Alderman's inaugural address. Every man and woman in North Carolina should read and reread this address; it would save them from the imposition of much error, cant and demagogism. These extracts are given with the hope that they may be read by some who have not read the address in full.

Prof. Eben Alexander, minister to Greece for the last four years, has returned home and will resume his duties as professor of Greek at the University of North Carolina. The university and the state gladly welcome him home, for there are few better teachers than he, and all who know him love him.

The Southern Educational Association holds its next meeting at New Orleans during the Christmas holidays. North Carolina should be largely represented. The rates will be cheap and the trip a pleasant one. Prof. J. Y. Joyner, Greensboro, is manager for North Carolina. Write him for information.

We call attention to Supt. Mebane's letter to teachers in this number. It should have appeared

in the first number but was crowded out. Supt. Mebane should have the earnest support of all friends of education in his efforts to improve our schools by giving them more money and better teachers.

This copy of the JOURNAL OF EDUCATION is sent as a sample to many teachers and school officers. The JOURNAL will always contain matter of interest to county boards and township committeemen as well as to teachers. It is attempting to cultivate a much neglected field, that is occupied by no other publication. It is dependent for its life upon the friends of educational progress. If you think the state needs such an organ of education, if you think this JOURNAL ought to live, send in your subscription now.

Attention is called to the announcement in this number of correspondence courses in pedagogics and business offered by the State Normal and Industrial College. A statement of correspondence courses in pedagogics offered by the University of North Carolina will be given in the October number.

Durham is to have a public library. Our next issue will contain an account of the movement with a cut of the building. It will also contain an account of the new and rapidly growing library of the Greensboro Female College, of which all friends of the college are justly proud.

In our first issue it was stated that Supt. Harry Howell had been continued, under the new law, at Tarboro. For Tarboro, read Washington. Supt. Davis, who has filled the place so well for several years, remains at Tarboro.

The JOURNAL gladly acknowledges its indebtedness to the press of the state for the many kindly notices given its first appearance.

Too Many Schools.

At the meeting of Wake county school committeemen August 27, some facts illustrating the evils of the district system were brought forth. They demand the serious attention of committeemen, for Wake is one of the best counties in the

state, and conditions are generally worse elsewhere.

These statistics relate to the white schools of Wake county: In 1893, they cost \$16,135; in 1896, \$17,122, an increase in the school fund of \$987. But the length of the school term fell from 17 weeks to 16 weeks. This was because the number of white school districts had been increased from 77 to 86. This was clearly unnecessary, because the attendance instead of increasing fell from 3,550 in 1893 to 3,436 in 1896. The salaries of teachers were also decreased.

The last report of the Superintendent of Public Instruction shows similar conditions all over the state. The school funds have increased \$143,000 within the last eight years. But in 1888 the average attendance was 208,657, while last year it was only 204,203. The average school term was also two days shorter last year than eight years ago. In 1888 it cost \$3.22 to teach each child in attendance at the public schools; in 1896 it cost \$4.04. During the same time teacher's salaries have decreased.

The explanation here, as in the case of Wake county, is too many schools. It has done no good to increase school funds, because the number of school houses have increased faster. There were 6,794 districts in 1888; 7,560 in 1896. Last year there were 711 districts where no school was taught.

In Wake county there is school after school where the daily attendance is less than twenty, and one teacher, whose salary was \$35 a month, reported a daily attendance of nine pupils.

If such things exist in one of the richest and most populous counties, what may we expect in others? It is worth while for the committee of every township to consider the question of number of school houses, and to examine the monthly reports of their teachers.

We cannot have a school at every man's door. It is better to send children three miles to a good school for five months than to have an inferior school just across the road for three months. If children cannot walk two and a half miles to school, and if their parents can make no arrangements for carrying them, it may prove cheaper to carry them at public expense, as is done in many states, than to establish a small school for a few children. Here as elsewhere, in union there is strength.

Why the School Law was Changed.

Objections to the change in the school law from the district to the township system were of course expected. There are the professional objectors that oppose everything, and the small partisan politician that will try to make political capital out of anything. These it is not worth while to answer, for they would not be persuaded though one rose from the dead.

But there were good reasons why changes should be made, and they will commend themselves to all who desire the advancement of popular education, and are not prejudiced against any change just because it is a change, and because they believe that no good thing can come out of Nazareth—Nazareth being their political opponents.

First and foremost, local taxation was impossible under the old district system. The white districts and the colored districts did not coincide. A tax could not be levied upon the whites for their schools, and upon the negroes for theirs. This had been tried in North Carolina, and our supreme court declared it unconstitutional. In order to levy a local tax the same territory must constitute one school district for white and colored. With one school district there can be only one school committee for the schools of both races.

But there were other objections. The district system was really a county system. The school committeemen really did nothing but employ teachers. The establishment of schools was regulated by a county board that did not represent all parts of the county. This was too large a territory for one small board to supervise.

As a result, too many school houses were erected and the school funds were largely wasted by being divided up too much, and being practically without supervision. Among the army of school committeemen required by the old law were many indifferent and incompetent members, and numbers of school officers that could not write their names.

Under the new law a saving will be made in not apportioning the funds to each school, white and colored, according to the school population. The township committeemen are required to give all children of their townships equal school facili-

ties, or, at least, equal length of school term. But all teachers are not of equal ability nor are all schools of equal grade, and much money will be saved by paying teachers according to ability and the character of work done.

The State Fair.

The educational interests of the State ought to be well represented at the State Fair at Raleigh. These are as important as the agricultural, the manufacturing, the commercial, or any other interests.

The managers of the fair wish to give all possible encouragement to education by having an educational department. They will give ample space for all school exhibits. These may consist of specimens of work done by students, including daily class exercises; apparatus used in teaching, pictures of buildings and grounds, catalogues, courses of study, anything showing something of the work of the school or college.

This can be made of real value to teachers and school officers. Last year the educational department attracted much attention, and was commented upon by the newspapers as one of the best features of the fair. Let all the schools of the state, of whatever grade, take an interest in the fair, and send some exhibit.

In many places much attention is given to school outings and they are always a most valuable feature of the school work. Let as many of our schools as possible make a grand educational outing to Raleigh on this occasion and study the city and the fair. There can be no better opportunity to study North Carolina than will be offered here; and a day or two of careful study at first hand here will be worth more than weeks of study at second hand in the school room.

Intellectual progress is of necessity from the concrete to the abstract. But regardless of this, highly abstract subjects, such as grammar, which should come quite late are begun quite early. Political geography, dead and uninteresting to the child, and which should be an appendage to sociological studies, is commenced betimes, while physical geography, comprehensible and comparatively attractive to a child, is in great part passed over. Nearly every subject dealt with is

arranged in abnormal order; definitions and rules and principles being put first, instead of being disclosed, as they are in the order of nature, through the study of cases.—*Herbert Spencer*.

All books are divisible into two classes, the books of the hour and the books of all time. Mark this distinction—it is not one of quality only. It is not merely the bad book that does not last, and the good one that does. It is a distinction of species. There are good books for the hour and good books for all time; bad books for the hour and bad books for all time.—*John Ruskin*.

Begin the study of botany in the autumn. Study first the fully developed plant and all its parts, the root, the stem, the leaf, the flower, the fruit. Next spring the children will watch with greater interest the development of the parts which they have already studied in their mature state, and the teacher will not fall into the error of thinking all of botany lies in flowers.

The law of nature is, Do the thing and you shall have the power; but they who do not the thing have not the power.—*Ralph Waldo Emerson*.

An Example From Kansas.

The following table taken from the back of a tax receipt may be interesting to those who think North Carolina is doing all it can for its schools and who believe an additional tax of ten cents on the hundred dollars of property would bring financial failure and destruction. It will also show that a state with a rural population may have schools for the education of its children. The figures show the amount of local school tax on the hundred dollars of listed property in each of the 117 school districts of Nemaha county, Kansas. This is an agricultural county with no large towns. The first column shows the tax for paying the principal and interest of bonds for building school houses. The second column shows the tax for the running expenses of the schools. The third shows the total local school tax on each hundred dollars of property.

The other counties of Kansas are like unto this. All who fear an increased tax for schools should shun this state. But thousands of our people

have made it their home and do not object to this feature of their government.

SCHOOL DISTRICT TAX, NEMAHA COUNTY, KANSAS.

No. of District.	Int. and Bond.	District Tax.	Total.	No. of District.	Int. and Bond.	District Tax.	Total.
1	\$ 0.30	\$ 1.20	\$ 1.50	60	.....	\$.75	\$.75
2	.50	1.00	1.50	61	.....	.60	.60
3	.....	1.50	1.50	62	.....	.70	.70
4	.....	1.30	1.30	63	\$.80	.80	1.60
5	.....	1.25	1.25	64	.....	1.00	1.00
6	.....	1.80	1.80	65	.....	1.20	1.20
7	.....	1.50	1.50	66	.....	1.60	1.60
8	.....	1.40	1.40	67	.....	.90	.90
9	.....	.80	.80	68	.....	.80	.80
10	.....	.90	.90	69	.50	.80	1.30
11	.50	1.50	2.00	70	.....	1.00	1.00
12	.....	1.20	1.20	71	.....	1.50	1.50
13	.....	.75	.75	72	.....	.80	.80
14	.....	.80	.80	73	.....	1.00	1.00
15	.....	1.10	1.10	74	.80	.80	1.60
16	.....	.50	.50	75	.....	1.00	1.00
17	.....	1.20	1.20	76	.....	1.00	1.00
18	.....	.90	.90	77	.....	1.00	1.00
19	.....	.50	.50	78	.60	.70	1.30
20	.....	.50	.50	79	.....	.50	.50
21	2.00	1.50	3.50	80	.....	.80	.80
22	.....	.80	.80	81	.....	1.00	1.00
23	.50	1.00	1.50	82	.....	.50	.50
24	.....	1.20	1.20	83	.....	1.00	1.00
25	.....	1.00	1.00	84	.....	1.40	1.40
26	.....	.80	.80	85	.....	1.40	1.40
27	.....	1.40	1.40	86	.50	1.50	2.00
28	.....	1.00	1.00	87	.....	1.70	1.70
29	.....	1.00	1.00	88	.....	1.50	1.50
30	1.00	1.50	2.50	89	.....	1.10	1.10
31	.80	.80	1.60	90	.....	1.50	1.50
32	.....	1.00	1.00	91	.....	1.20	1.20
33	.....	1.00	1.00	92	.30	1.70	2.00
34	.....	1.00	1.00	93	.....	1.10	1.10
35	.....	1.00	1.00	94	.....	.80	.80
36	.....	1.00	1.00	95	.....	.70	.70
37	.....	.80	.80	96	.....	.70	.70
38	.60	1.30	1.90	97	.....	1.20	1.20
39	.....	1.00	1.00	98	.....	1.00	1.00
40	1.20	.80	2.00	99	.....	1.20	1.20
41	.....	1.20	1.20	100	.....	1.00	1.00
42	.....	1.00	1.00	101	.....	.80	.80
43	.....	2.00	2.00	102	1.10	1.10	2.20
44	.60	1.70	2.30	103	.10	.80	.90
45	.....	.90	.90	104	.20	1.50	1.70
46	.....	.90	.90	105	.20	1.40	1.60
47	.....	1.50	1.50	106	.....	1.00	1.00
48	.....	.80	.80	107	.90	2.00	2.90
49	.....	1.10	1.10	108	1.10	2.00	3.10
50	.80	1.00	1.80	109	.50	1.10	1.60
51	.60	1.75	2.35	110	.10	.50	.60
52	.....	1.00	1.00	111	.....	.80	.80
53	.....	.50	.50	112	.70	1.20	1.90
54	.90	1.00	1.90	113	.....	.90	.90
55	.....	.80	.80	114	1.00	1.55	2.55
56	.....	1.20	1.20	115	.10	1.00	1.10
57	.....	2.20	2.20	116	1.80	1.20	3.00
58	.....	1.00	1.00	117	.60	.70	1.30
59	.....	1.00	1.00				

These taxes furnish 84 per cent. of the school fund, which amounts to \$11.23 for each tax-payer. And it is by such means as this that the 1,400,000 people scattered over 82,000 square miles of territory raise annually a common school fund of \$5,000,000 and have built public school houses worth

\$12,000,000. It is in this way a more rural population than our own has secured an average daily attendance nearly twice as great as ours for more than three times as many days in the year. It is also interesting to note that Kansas has 10,000 children in public high schools, and gives \$100,000 to its university.

We asked a North Carolinian now living in Kansas and paying a school tax of almost \$200 a year, though he has no children in school, what he thought of such a tax for schools. He replied, "It is an excellent investment. I would like to see it increased."

The True Advance Agent of Prosperity.

If any one doubts the fact that there is a direct relation between the intelligence and training given by the schools and wealth, let him read carefully the following. When it is remembered that North Carolina gives to each child little more than one and a half years of schooling, less than that given by any state in the union; less than one-fifth as much as is given by all the progressive states of Europe, one may see why we remain poor amid our abundance of natural resources.

The Massachusetts Bureau of Statistics, after compiling the wages in ninety-nine occupations, finds:

1. That there are wider differences between the wages paid for the same kind of work in various parts of the United States than there are between the wages of the United States and of England or the Continent.

2. That in the United States the workmen of Massachusetts receive the highest wages in every class of occupations—in those that pay poor wages at best no less than in those that offer labor the largest returns.

Commenting on these facts, the New York World very wisely states:

The first proposition shows that the chief cause for differences in wages cannot be tariffs, which of course operate equally upon protected manufactures everywhere. The second proposition shows that whatever this chief cause is, it helps the workmen of Massachusetts more than it helps those of any other state.

What then is this chief cause?

The statistics of education undoubtedly furnish

the clue to it. They show that Massachusetts gives each of her inhabitants seven years' schooling of two hundred days each, while the average for the United States is four and three-tenths years of two hundred days each.

Further, while the average wealth-producing power of each man, woman and child in the United States is 40 cents a day, the average wealth-producing power of each man, woman and child in Massachusetts is 73 cents a day—nearly double!

Education is the true advance agent of prosperity.

Primary Reading.

PROF. EDWARD P. MOSES, WINTHROP NORMAL TRAINING COLLEGE, ROCK HILL, S. C.

When Pestalozzi first came to Burgdorf, we were told by Krusi, he was in constant terror of losing his humble position, because he insisted upon teaching his pupils to read by sound. But the man who had the moral courage to write to the woman he desired to marry that he should always love humanity better even than his wife was not the man to be turned from the course of duty by thought of what he should eat or drink on the morrow. Strangely enough, while still at Burgdorf, he received the first official recognition of his distinguished services as a teacher, and, before his few years of service at that place were ended, his fame as a teacher had spread all over Europe.

Although it is only a century since Pestalozzi feared that he would starve because he persisted in teaching children to read by sound, by means of this method illiteracy has literally been wiped out of Switzerland and Germany, and is fast disappearing in France, and the system itself has been made obligatory in all the leading countries of continental Europe.

In our own section of this land of liberty one-third of the people are still unable to read their Bible or write their names. That "David cannot fight in Saul's armor" is often considered sufficient argument to justify young men and women who set out to keep a school in teaching the children according to no other guide than their own empirical devices and the recollection of their

own school days. The South has been engaged in the business of keeping public school for the education of her people something like half a century. About fifty years after Germany seriously undertook the work, teaching reading by sound was universal there, and had been for a period of twenty-five years preceding the visit of Horace Mann.

The slow growth in America of the idea of teaching reading and spelling by a rational method, when we consider the rapidity with which it spread on the continent, can be explained by the lack of legal power in the central school authority with us and by our devotion to English precedent. Obsolete methods of instruction in English schools are easily accounted for in the conservative spirit of that nation, which has been, until very recent years, quite as tenacious of its illiteracy as of so many of its other great and glorious institutions.

While ambitious young men from our American colleges flock to the German universities, the American public school teacher, as a rule, seems content to follow English precedent and prejudice, so far at least as concerns the teaching of reading and spelling, by far the two most important branches in our school curriculum. The a, b, c method still so popular in England was the main reliance of our teachers until about twenty years ago, when the old English "look-and-say" method, under the less savage looking title of "word" method, became the shibboleth of a party that cried aloud for it as an integral part of the "new education." Perhaps the most popular book on teaching ever published in this country, the tables of stone of this "new education" gospel in America, asserts without even a suspicion of humor that "phonic analysis has nothing whatever to do with spelling," and that the best way to teach a child how to read a printed word is "to hold up the object and write the name."

Nevertheless, even in this country, the phonic method of teaching reading is neither entirely new nor experimental. Webster's Spelling Book was undoubtedly compiled with that end in view. The arrangement of the words in accordance with their phonic analogies is excellent, on the whole, and a study of the preface should convince any one that the author intended that the sounds

rather than the names of the letters should be used by teacher and pupils. That the book has been most grievously misused and its purpose perverted is no fault of the man who made an honest effort to reform the teaching of his day. In January, 1883, I heard Miss Anna B. Badlam, in one of the public schools of Boston, Mass., teaching first year pupils to read by sound. This was about the time that Col. Parker, the most distinguished advocate in the world of the English look-and-say method, resigned his position as supervisor of primary work in the Boston schools to go to Chicago. Mrs. Pollard and Prof. Ward have done much to place the teaching of reading on a scientific basis, and have aroused much interest in the question.

Leaving out of sight the historical aspect of the question, the comparative value of the sentence method, the word method, the alphabetic method and the phonic method must be determined by an answer to this question: By which method may a child learn new words without the teacher's help? To ask the question is to answer it.

I shall be glad if I can be helpful, even in a small degree, to any reader of the JOURNAL OF EDUCATION who desires to know something of the practical workings of the phonic system of teaching reading.

Letters are the signs of sounds heard in human speech. Therefore the sounds of speech should be taught thoroughly and before any attempt whatever is made to teach letters. As letters were not invented until after men learned that spoken words could be separated into elementary sounds, so letters should not be taught to a child until he has learned to separate spoken words into their elementary sounds.

The teacher should not attempt to teach a child to separate words into elementary sounds until she can do this. It is better if she can get some one to teach her orally, but an oral teacher is by no means indispensable.

First, learn to speak accurately the vowel sounds of our language. They are seventeen, and are: *ā* as in mate; *ē* as in mete; *ī* as in pine; *ō* as in note; *ū* as in pure; *ă* as in mat; *ĕ* as in met; *ĭ* as in pin; *ŏ* as in not; *ŭ* as in bud; *â* as in far; *ăw* as in law; *ê* as in her; *ô* as in move; *ōw* as in cow; *öy* as in boy; *öo* as in foot.

Second, learn the consonant sounds, of which there are twenty-four, making, with the seventeen vowel sounds, forty-one elementary sounds in the language.

The b, p, t, v, z sounds are found by noting the names of these six letters and dropping the final *ē* sound heard in each.

The f, l, m, n, s, x sounds are found by noting the names of these six letters and dropping the preceding *ē* sound in each.

The j and k sounds are found by noting the names of these two letters and dropping the final *ā* sound heard in each.

The r sound is found by noting the name of the letter and dropping the preceding *ā* sound.

The c, g, h, qu, w, y sounds are found by uttering the initial sound heard in the spoken words cow, go, ho, quit, we, ye.

The ch, sh, th (flat), th (sharp) and wh sounds are found by uttering the initial sounds heard in the words chin, she, the, thin, whip.

The ng sound is found by uttering the last sound of the spoken word ring.

The zh sound is found in the word azure.

In classifying the vowel sounds, I have followed Stormonth's English Dictionary, which is much simpler than any American dictionary with which I am acquainted. The Lovell edition can be bought for \$1.50 and the Black & Son's edition for \$2.25.

As soon as the teacher has learned to utter the different sounds separately, let her practice in analyzing words into their phonic elements. She should begin with short words and gradually choose longer ones until she is confident of her power to analyze correctly any word in the language of whose pronunciation she is certain.

It is absolutely essential that the teacher who proposes to try the phonic method should know how to utter the sounds correctly. Whoever is unwilling to do this by reason of want of confidence in herself or for fear of the ridicule of others should not try the method. The teacher who does not clearly perceive the distinction between the *ū* sound and the *ō* sound should eschew phonics entirely.

When the teacher has mastered the elementary sounds and has learned to separate spoken words into their elements, she is prepared to teach her

pupils the same thing. She should put before the child no letters or writing of any kind. This work must be done by appeal to the ear alone. Very young children readily learn how to separate spoken words into sounds and to tell the word upon hearing the phonic elements of the word. I have tried this with my own children before they were three years old—in one case before the child was two years old—and I have always found the work easy for myself and delightful to them.

[TO BE CONTINUED]

History in the Primary Grades.

ANNIE M. WILLIAMS, PUBLIC SCHOOLS, REIDSVILLE, N. C.

The purpose of history in the primary grades is two-fold.

The first is moral. This is the immediate and most important purpose of the history story in primary grades. It can be made the means of inculcating and developing in the mind of the pupil right moral ideas.

The second aim is to give to the pupil, in the study of those characters which are types of their times and nations, such knowledge of the habits and customs of peoples as will serve later to lead up to an appreciation of history in its social and institutional forms.

Keeping in mind, then, this two-fold purpose of history, we may class all history stories under one of two divisions, according as they emphasize the customs and life of a period or as they bring out a moral idea.

From the story of the second kind facts are learned which serve as the basis for further investigation, the nucleus of a more extended range of knowledge, in a later period of the school life. An example of such a story is that of Hiawatha, the simple savage with his rude implements and his crude notions of the world about him—a type of the primitive man the world over.

Similar to this is the story of Kablu, as told by Miss Jane Andrews in her charming book, "The Ten Boys Who Lived on the Road from Long Ago to Now," which the poet Whittier said was the best boys' book he had ever read. He represents the beginning of Aryan life. And a little later, we have the boy Darius, who rides his horse across the plain, learns to shoot his bow and arrow, and values above all else the truth; illustrat-

ing a more advanced stage of civilization and manner of life. There are many other simple stories of a like nature, each of which contains a type of the mode of life, the stage of knowledge, and the moral ideals of the time and people.

In the story with the moral aim, courage, heroism, self-denial, and devotion to right are made the centres of interest. By placing before the pupil the deeds of historic characters, and showing what is to be admired in this man or this act, what to be condemned in that, what effect a given course of conduct had upon the life and happiness of the individual and of those about him, the pupil may be led to set up for himself a standard by which he will judge his own actions and adjust his conduct.

Sir Philip Sidney, wounded on the battle field and suffering with thirst, handing to the dying soldier the cup of water which had been brought him, saying only, "Thy necessity is greater than mine," is an example of the history story which brings out the moral sense. Nathan Hale, about to suffer under sentence of death, regretting that he had but one life to give his country, is another. One can recall many such instances from the lives of Raleigh, Columbus, Franklin, Penn, Clay, and others, all of which teach, with equal force and interest, some moral lesson.

Thus it is seen that a scheme for the study of history in the primary grades should include not only short stories which contain pointed examples of heroism, kindness, unselfishness, self-control, courage, devotion to right and duty, love of truth and justice; but it should also furnish sufficient material to give the pupil an introduction to the history of his nation, and some knowledge of the life, customs and institutions of other nations.

In giving the life of any historical character, only those incidents which are of interest to the child should be used. In the story of Columbus, we make prominent the incidents of his boyhood, his desire to be a sailor, his interesting adventures, and his treatment at the hands of the ungrateful Spaniards.

With Daniel Boone we go bear-hunting rather than state-making; with Israel Putnam we brave the wolf in her den rather than fight the battles of the Revolution.

So in the stories which are types of national

life, like those of Kablu, Darius, and Cleon, we take the boy Kablu, the boy Darius, and the boy Cleon as illustrative of the occupations and past-times of child life.

It is for their moral content that the heroic story, the epic and the myth are most valuable.

William Tell may be only a myth, a creature of the imagination, an ancient folk-story, yet as a type of the Swiss love of freedom and hatred of wrong and oppression, he is as real in the lesson he teaches as is Martin Luther or Garibaldi. The legends of Arthur and his Knights of the Round Table, whether true or not, abound in instances of bravery, loyalty, and true knightly devotion and chivalry; and many a lad listens to these stories with much more of interest and profit than is gained from stories more true but less ideal.

The historic poem, too, has its place in the history course. It serves to deepen the impression made by the simple recital of the event. When the pupil has committed to memory one of these poems, he has in mind the details of the story clothed in fine imagery and choice diction. And this is no small matter.

In the primary grades, history is taught most successfully without a regular text-book. The teacher should select an appropriate story and either relate or read it to the pupils or the pupils should read it for themselves. In the first year, and sometimes the second, the story should be told, not read, by the teacher. The children follow the story better when it is thus told, and the teacher can better adapt it to their varying ability. From the first the story should be reproduced by the pupils. In the very lowest grades this work must be almost entirely oral, and the teacher must ask many questions in order to get the story back from the children with any degree of fulness. But as the children advance to the second, third and fourth grades, they should advance in ability to reproduce the story. Fourth grade children should be able to relate a history story in well-chosen language and well-connected style, either oral or in writing.

In the second grade the pupils may begin to read the history stories for themselves, and in the third and fourth they must do it. For this purpose there should be within their reach books which contain the stories in a simple style and

language not above their comprehension. These books might be used with advantage as supplementary readers. In the lower grades but little account should be made of time or of chronological order, and few if any dates should be taught. At this age the child has little conception of long periods of time. But as the pupil advances to the higher grades, more attention should be paid to dates, so that it may more readily connect any event with its influence upon a succeeding one.

So, too, as the pupil advances, more of the national happenings which are so indissolubly connected with the lives of Penn, Franklin, Jefferson, Washington, Jackson, and others of our heroes may be brought in.

The stories of the previous grades should be re-reviewed each year, and something new should be learned of each character. The pupil should always be finding these old friends in his reading, and at every meeting he should learn more of them and know them better.

A Hint for Nature Study in Country Schools.

MISS. M. W. HALIBURTON, NORMAL AND INDUSTRIAL COLLEGE.

In all of the most progressive city schools we now find some attempt made to teach elementary science, and little objection is made by parents. But in the country schools it is not so easy to get away from the meager outline of "the three R's." Many parents think nothing more is necessary, except, perhaps, some text-book geography and a few names and dates in history. If the teacher begins to talk of the ennobling power of nature study or of the value of the knowledge, habits of observation and power of expression thus gained, the parents and committeemen are at once up in arms.

Yet the wide-awake teacher who sees the many excellent opportunities for this work in the country schools—more and better than can be found in any city schools—can, by tact and patience, find some way of introducing it. She will usually find it best to make no display of this work, and to say little of any intention of departing from the established customs of the school. She should not mention the words "elementary science" except to such of the more liberal parents as will

understand her and sympathize with her in her work.

Perhaps the safest way to begin is to fill up the long recess hour, given in most country schools, by strolling with her pupils over the fields and through the woods in the neighborhood of the school. There is no better time for a field lesson, which in a city school would occupy a part of the regular daily session.

As this stroll is taken, day after day, it may gradually change from a seemingly aimless ramble into the carefully planned excursion for study. There will be much that the country school boy understands better than does the teacher, and he is indeed proud and ready to talk when he finds this to be the case. As the teacher shows unaffected interest in what the boy can tell her, so surely will he give respectful attention to whatever she may have to say to him.

The young enthusiastic teacher will probably be bubbling over with information which she sees the pupils need, and which she is eager to impart, but she will do well to go slowly, careful not to tell too much.

The teacher shows her knowledge of boy nature when she asks honest questions upon points about which she is ignorant. Her pupils will answer intelligently upon such facts of country life as are well known to them but of which they do not expect the teacher to know so much. When they see that she never hesitates to ask for information they will follow her example, and, if the teacher has tact to guide them, they will soon be asking just the very kind of questions she most wishes to hear. The teacher may now ask the children to spend some of their Saturdays in the woods, also. If they can be made to believe it is for her pleasure rather than for their own benefit, they will go gladly and she may do what she will with them.

On these recess strolls and Saturday tramps the habit of observation is formed, oral expression is rapidly and profitably trained, and much material is gathered for future indoor lessons.

A few minutes may well be taken at the beginning of the day for a short talk about the last excursion or about such things as the children have observed at other times. Having once formed the habit of observing, every walk to or from school

will be full of the most interesting lessons, and the chief difficulty will be to keep these morning talks within bounds. More care can now be given to oral expression than was possible while in the woods and fields, and the teacher should strive to have everything told in an orderly way and in good English. The children are eager to tell what they have seen or heard, and correcting them will not stop their flow of thought and words as it will when there is less interest.

Parents will not object, if instead of the old time once-a-week compositions, short written lessons are required of the older pupils daily. If the pebbles found and talked about, the plants gathered and studied, or the bright-winged butterfly caught and examined is taken for the subject of the composition, and if the work is done according to a well arranged plan, then the best kind of nature study is being done and parents and students alike will be pleased at the ease with which "compositions" are produced.

With the geography hour comes another opportunity. If the class has reached, under the guidance of the last teacher, the far-off continent of Australia, and wishes to begin exactly where they left off, the new teacher should journey on with them and help them to get out of that old book more than the questions and answers the pupils have memorized. She should take all her enthusiasm into that dull lesson. If she has studied it with a view to making it profitable in her own way as much as possible, while not seeming to try to introduce any new process, she will know how to get over the useless part quickly and pleasantly, and how to weave in the knowledge of the children's own surroundings. If the teacher understands the art of comparison, there need be no loss of time over the unseen duck-bill, the stately black swan and the strange growth of the Australian trees. She will introduce such comparisons as will compel the children to study the fowls and trees of their own homes.

In every old reader there are many helpful lessons. But they must be taken at the right time and in the appropriate connection, rather than in the order given in the book. They must be used for the matter they contain, and not alone as lessons in pronunciation.

By being quick to grasp and use such opportu-

nities, careful to offend no old-time prejudice, and earnest in efforts to advance as well as to interest her pupils, the teacher in a country school may have all of nature study she desires.

The Paragraph in English Composition.

PROF. C. ALPHONSO SMITH, LOUISIANA STATE UNIVERSITY.

Not the least hopeful sign in the teaching of English composition of late years is to be found in the increased attention paid to the study of the paragraph. The paragraph is now felt to be not a portion of discourse arbitrarily set off by indentions, but an organic part of the whole, possessing a unity and individuality of its own.

This point of view may be briefly summed up in saying that *the paragraph is the structural unit of discourse*. Time was when the sentence was considered the unit of discourse; and the pupil was expected to be able to write a composition of any length as soon as he had gained fluency in the writing, and dexterity in the analysis, of sentences. This was a fatal mistake, and pupil and teacher suffered alike.

The sentence is undoubtedly the unit of thought, as it is the unit of formal grammar; but the building of the sentence does not require, on the part of the pupil, the ability to shape, to construct, to interweave, and to unify. Discipline of this sort, a discipline needed in every style of composition, is admirably furnished by the study and practice of paragraph structure; for the paragraph, which may be defined as a group of closely related sentences, is really the composition in miniature.

The sentence bears about the same relation to the composition that the single brick bears to the brick house, or the single stone to the stone house; whereas the paragraph, in the same simile, would correspond not to the single brick or stone, but to the separate rooms or compartments into which the house is divided. Given the ability to build a room, and the ability to build a house follows; but the ability to make brick does not impart the ability to construct anything that may be made out of brick.

This point of view suggests several important and practical conclusions:

(1) There is no need of burdening the pupil

with the writing of long and straggling compositions. Drill him first on the paragraph; if he can learn to write a paragraph of ten sentences, each sentence building up the central thought of the paragraph, he can write a composition of any length; for a composition, however long, is but a succession of paragraphs, or sentence-clusters.

(2) The paragraph method is a vast saving of time and tedium to the teacher. It enables him to correct the pupil's written work with a thoroughness and minuteness almost impossible in the case of long composition. He can insist that the paragraph be written and rewritten until it is flawless in style, structure, and content. This can hardly be done in the case of long compositions without unduly burdening the teacher and at the same time making the work dull and deterrent to the pupil.

(3) It drills the pupil in the clearness, unity, and systematization of his thinking. By narrowing the scope of his thought, it necessitates that he *think through* every line that he writes. It begets and stimulates the constructive sense. It tends to abolish long and disconnected clauses, and to substitute short business-like sentences, each having a duty to do, and doing it.

(4) The study of the paragraph, as illustrated in our great prose-writers, furnishes the best introduction to the appreciation of literary style. If the pupil will study carefully for example, the paragraph structure of Irving, Stevenson, Cooper, or Macaulay, if he will try to give concisely in his own words the subject of each paragraph read, he will, in a short time, have cut to the very core of their literary individuality. Then let the teacher give out the paragraph subjects a few days later and see how closely the pupil, without his book, can approximate to the original paragraph.

(5) There is nothing artificial about the paragraph method; it is but a following of nature's laws. "In all our voluntary thinking," says Prof. James, "there is some topic or subject about which all the members of the thought revolve. * * * Whatever may be the images and phrases that pass before us, we feel their relation to this aching gap." (*Psychology I*, 259.) These words of Prof. James seem to me to contain the psychology of the paragraph. They mean that *we think in paragraphs*, in links, as it were, not in an unbroken straight line.

The attention now being paid to the paragraph as the structural unit of discourse bears an interesting analogy to the trend of biological study toward the cell, and the equally significant trend of chemical investigation toward the atom. Prof. Huxley calls the cell the "morphological unit," and declares that "The development of the organism as a whole repeats in principle the development of the cell." With equal truth it may be maintained that the development of the composition as a whole repeats in principle the development of the paragraph. And Prof. F. P. Venable, after a broad survey of the chemical field, adds that "With the sharper vision and the clearer knowledge gained through the toil of this nineteenth century the atom is becoming the point of attack."

In conclusion, the following references, each of them easily accessible, are given by way of bibliography for the teacher who wishes to make a special study of the paragraph: Genung's *Practical Elements of Rhetoric*, pp. 193-213; Minto's *Manual of English Prose*, pp. 89-97; A. S. Hill's *Principles of Rhetoric*, pp. 157-161; D. J. Hill's *Elements of Rhetoric*, pp. 71-77; Scott and Denney's *Paragraph-Writing*.

Poetry for the Children.

PROF. J. V. JOYNER, STATE NORMAL AND INDUSTRIAL COLLEGE.

Poetry is largely the product of the imaginative and the emotional in man. Herein lies the explanation of the fact that poetry, or at least rhythmical expression, has always been the earliest form of literature among all races. Childhood is the period when the imaginative and the emotional faculties predominate. There is much of poetry in every child. How everything about him, by the fairy touch of his imagination and the exaggeration of his quick emotions, is transformed, personified, glorified, beautified! The stars, to him, are angels' eyes peeping through the windows of heaven; the winds and the clouds have wings; the flowers whisper to him, the trees have tongues, the babbling brooks and singing birds are playmates, whose sweet language his soul understands. You've seen the little boy straddle his stick with apparently as much pride and pleasure as the proudest warrior ever mounted the richest

caparisoned steed. It is the imagination of the child—it is the poet in the boy. You've seen the little girl clasp the doll—a mere bundle of rags, it may be—to her bosom and sing it to sleep with as much earnestness and pride and joy as the fondest mother ever lulled to rest the sweetest babe. It is the imagination and the emotion of the child—it is the poet in the little girl.

The race has its childhood as the individual has, and, with the race, as with the individual, this is the period when the imaginative and the emotional faculties predominate. These are manifested first in myths and superstitions and rhythmical expression. How much of personification and poetry in these old myths! How the child-man peoples the universe with the creations of his imagination! To such a man, nature is always a miracle and the natural is always supernatural. To our own Norse ancestors, for instance—"wild, deep-hearted child-men," as Carlyle so aptly terms them—the summer heat, the sun, and all the friendly powers were gods whom they worshiped; the frost, the fire, the tempest, and all unfriendly powers were "Jötuns," giant, demons, whom they feared and strove to propitiate. The thunder was the voice of Thor, or the rumbling of his loud chariot over the mountain tops, the storm cloud was the drawing down of his angry brows, "the fire-bolt bursting out of heaven was the all-rending hammer flung from his hand." It was the imagination of these child-men thus personifying the visible workings of nature—it was the poet in them.

Similar evidences of the predominance of these imaginative and emotional faculties are to be found in the mythology, traditions and early literature of all the great races.

The most natural expression of the life and thought of these child-men, the most natural product of their predominating faculties is the rhythmical, the poetical. And so we are not surprised to find that the Greeks had first their Homer and his *Iliad*; the Norse had first their Saemund and his *Edda*; the Saxons had first their Cædmon and their wandering gleemen, chanting to their harps their rude verse on battlefield, in banquet-hall and funeral chamber; the English had first their Langland, their Gower, and their Chaucer.

Prose as an artistic form of literature is a much later development than poetry. Its origin and

history show it to be chiefly the product of the purely intellectual or higher reasoning faculties. These faculties are known to be a much later development in the race and in the individual than the imaginative and the emotional faculties that, as we have seen, are chiefly employed in the creation of poetry. It must follow, then, that poetry is much closer to childhood than prose.

I know that it is the custom to consider poetry a more complete form of literature than prose and to postpone the reading and study of it till the student shall have reached maturer years. If what I have said above be true, this custom is in direct opposition to the nature and the history of poetry and in direct violation of well established laws of child-nature. Poetry, logically, has a place in the primary grade and should be given to the children through the simple, beautiful vocal interpretation of the teacher even before they can read it for themselves.

Of this one thing be certain; wouldst thou plant for eternity, then plant into the deep infinite faculties of man, his Fantasy and Heart; wouldst thou plant for Year and Day, then plant into his shallow superficial faculties, his self-love and arithmetical understanding, what will grow there.—
Thomas Carlyle.

Current History in School.

CHAS. L. COON, LINCOLNTON, N. C.

No argument need be made showing the reasons for teaching current history in the school. Every teacher must know that he will fail to interest children in the past, if he fails to interest them in the living, acting, moving present.

Discussing with children every day the events of local, state and national interest will tend to give them what Herbart called "the many-sidedness of interest" in getting knowledge. It leads the children to know that they are a part of this present world and of society, that the present has some connection with the past; and they will be led naturally to discover that connection. And finally, the study of current history will save time in text-books, history and geography by quickening interest in them.

Now, how is current history to be taught? I have used the following device:

Local.	State.	U. S.	Canada, Mexico and S. America.	Europe.	Asia.	Rest of the World.	Science and Education.	Athletics.	New Books and This and That

After the blackboard has been arranged as above, editors for each of the departments may be appointed from among the children. The little children will take an interest in the local column. They will not know much that could be put in the other columns. The teacher may fill the columns each day from the news the children bring, or he may have the editors go to the blackboard and fill their respective columns. The teacher must see that children do not devote all their time to one column. He can do this by frequent questions and general discussions.

Reproductions, compositions, and opinions, embodying the news of a week or a month will be found profitable. I see no reason why the reproduction of news items would not be as profitable language work as any that could be done. The larger children should be encouraged to have opinions as to that which takes place in the world. They might write editorials on the Dingley Tariff, Klondike, Spain's Treatment of Cuba, etc., just as well as they write on many other subjects which are dry and uninteresting. Such language and composition work has living interest for the child.

If there are no daily papers in the school, the newspaper can be issued weekly. The news of one day should remain on the board until the next day. I have found that during the day reference can often be made to it. Another reason for this is that the children should look up in their geographies the places mentioned in the news and the teacher should find out as much before the news takes its place as a past event.

The teacher should take some daily paper, if possible. "The Nation," New York; "Our Times," E. L. Kellog & Co., New York; and the "Week's Current," Chicigo, are also of value in this work. The United States government re-

ports and the reports of the various departments of the state government will aid materially.

We must not turn the children out of school without that knowledge that will enable them to be better citizens. This work that I have outlined above will put life and meaning in civil government and give information that cannot be learned otherwise. I also find that it creates an interest in books and newspapers that cannot be created by any other means. It means getting knowledge at first hand.

Why Drawing Should be Taught in the Schools.

MISS NETTIE M. BEMIS, DURHAM PUBLIC SCHOOLS.

The purpose of drawing and art in the schools needs to be more clearly understood. It is not intended to make artists in the public schools any more than eminent mathematicians or skilled mechanics, but to teach the elementary principles of a subject essential to a well-rounded education and necessary to the fullest happiness in life. What, then, is the educational value of drawing? Has it power to train the mind and develop character? What practical use can be made of it in after life?

The study of drawing trains the eye to accurate observation, the mind to accurate thinking, and the hand to accurate execution. It is this accuracy that marks the difference between the skillful workman and the incapable one. In all the industries drawing is of the greatest value. In giving directions to workmen drawings and plans are indispensable. A rude sketch may give more information than quires of written description. Think of the multitude of manufactured objects surrounding us on all sides, from the smallest article made of wood or sheet metal up to the locomotive and the largest steamship with all their

details of machinery; remember that drawings or patterns must be made of all these before a tool is taken in hand, and you will have some idea of the practical value of one phase of drawing, that of construction.

Drawing should also aim to develop a love of the beautiful in nature and art.

Pupils should be taught that whatever is made of wood, stone or silk should be beautiful. They should be taught to appreciate and feel the beauty of form and color in the world about them. The rich blue sky, the green and brown of the earth, the sunset and sunrise are for all, both rich and poor. Many pupils come from homes where art is little appreciated, and have never seen a beautiful picture or statue. Unlike the ancient Athenians, whose art productions were placed where all could see them, the masses in America live far from any art centre. There are a few art galleries in the large cities, but much of the best work is private property. Therefore it remains for the public schools to bring the beautiful into the lives of these people, to give them higher aspirations and nobler ideals. If we can once give beauty its rights in the schools, we shall have done the greatest thing which we can do towards securing for our people a more beautiful public life.

The artist, John LaFarge, in an address before the New York State Art Teachers' Association, urges the training of children in the habit of art. He says: "From the point of view of making more money, from the point of view of the employer, from the point of view of the wealth of the state, the education of children in art has probably been thoroughly examined, but I do not know that its general advantage to the whole state, to the protection of wealth, to the orderly arrangement of life, has been recognized sufficiently. In what I said first I alluded to the tendency towards peace and order which the habit of art seems to encourage, because I care more for all that side of the question—for the belief that such forms of culture help in good citizenship and in making men bear more easily one with another."

Surround pupils with beauty and they will learn to love it. As in literature, so in art, give them the best. Copies of famous works of art may be purchased at slight expense. Place some of these

in the school rooms and note the children's interest in them. No slight expense will yield a better return.

Systematic Observation of the Sun.

SUPT. LOGAN D. HOWELL, RALEIGH PUBLIC SCHOOLS.

If you wish to know how little children observe that are not trained to it, ask them a few questions about the apparent motions of the sun. This is the most conspicuous body in the heavens, and its movements north and south above our horizon cause a difference in the length of day and night during the year, increase and decrease of heat, and the change of seasons, and powerfully affect our lives.

Yet few children have noticed that the sun changes its path through the sky as the seasons advance. The most of them will tell you at any time of the year that the sun rises in the east, is overhead at noon, and sets in the west.

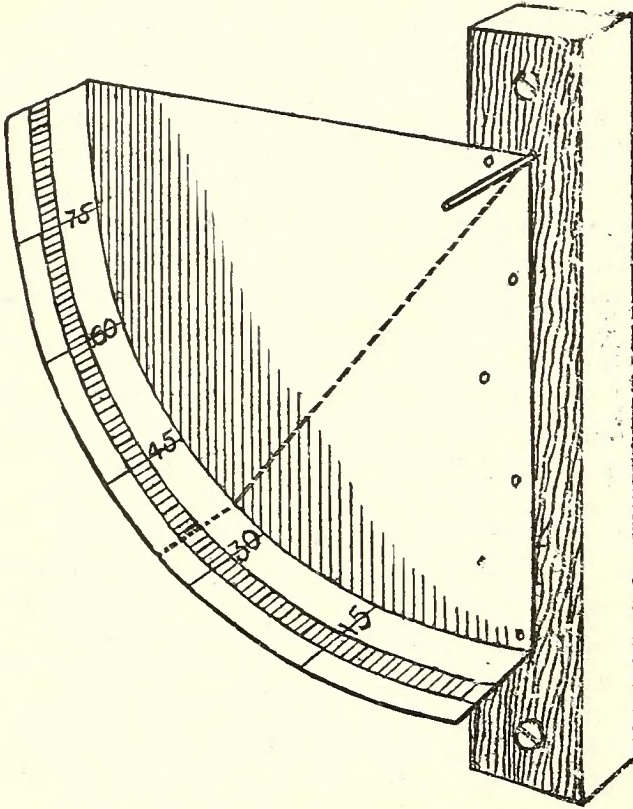
September is a good month to begin systematic observations of the sun. For at the time of the equinox it does rise in the east, and set in the west; but the children will be surprised to see it streaming in at the south windows at 12 o'clock. At noon, on or about September 21, a permanent mark of the northern edge of the shadow of some fixed thing should be made so that it will remain for a year. In school rooms with a southern window a convenient shadow to mark is that cast on the floor by a window sill.

By observing this shadow at noon once a week, it will be seen advancing towards the north till about Christmas, showing that the sun is further south, and is rising less high each day. About December 22, a permanent mark of the shadow should be made. After this date the shortening of the shadow will show the sun's return to the north, and its rising higher and higher each day till June 20, when another permanent mark of the noon shadows should be made. It should be noted and recorded that the shadow on March 21 coincided with the shadow on September 22.

No child in school is too young to make these observations, and none are too old, if they have never done so.

After learning that the sun does rise higher at some seasons than at others, the next question is,

how high does it rise and how low does it go? What is the extent of its journey? All this and more can be found out by means of a home-made instrument, represented in the cut, which may be introduced about the fifth year.



As this instrument shows when the sun turns at the *tropics*, it may be called a *heliotrope*, if you are fond of Greek. It consists of a flat piece of sheet iron cut into a quarter of a circle, a quadrant. On the circumference of this quadrant another strip of sheet iron two inches wide is soldered at right angles to the quadrant (that is, "square" to it). The whole thing is painted white, and on the concave surface (or inside) of the flange (or rim) ninety degrees are marked off. The quadrant is fastened to a smooth piece of wood, and a pin, made of something like a knitting needle or a lady's hat pin, is driven at right angles into the wood at the center of the circle. (In order to get this pin exactly at the center, a bit of the corner of the quadrant must be cut off). The part of the pin outside the wood is two inches long.

This heliotrope must be fastened securely to a post or side of a window where the sun will shine

full upon it at noon at all times of the year. It must point due north, with the concave side of the flange turned toward the noon sun. The pin must be in a plumb line above the zero mark on the flange.

At noon the pin will cast a shadow on the quadrant and the flange, and the angle that this shadow makes with the plumb line between the pin and the zero mark can be read at once. This angle is equal to that between the sun and the zenith, which is called the vertical angle of the sun. For if the sun were directly over head, the shadow of the pin would fall at zero. For every degree south of the zenith the sun goes, the shadow on the flange travels up a degree.

It will show that from the fall equinox to the winter solstice the sun sinks about $23\frac{1}{2}$ degrees towards the south. After that it comes back through the same space to the spring equinox, and continues to advance $23\frac{1}{2}$ degrees further to the summer solstice, when the sun stops and turns back. Of course, no good teacher will tell in advance what this thing is going to show about the sun. But by a year's observation the pupils will find out for themselves.

By means of the heliotrope we can also determine our latitude. On September 22 and March 21 the sun is vertical at the equator. The pin there at that time would cast a shadow at zero. At one degree north of the equator the sun would appear then not directly over head, but one degree south of the zenith. The heliotrope would show this. At Raleigh the shadow of the pin at the equinoxes falls at about 36 degrees. This is because Raleigh is nearly 36 degrees from the equator.

The heliotrope is simple and easily made. Any worker in tin, iron or wood can readily understand the above description, and will make one at small cost. Almost any teacher can make one of wood, with a flange made of a thin flexible strip of wood or of tin or of stiff paste-board. But care must be taken to select wood that will not warp in the sun.

The only practical difficulty may be in laying off the degrees. But using the following dimensions it will be easy: Describe a quadrant with a radius of $14\frac{1}{2}$ inches. The degrees on this circumference will be one-fourth of an inch.

In laying off ninety degrees, errors may creep in because the tools are not delicate enough, or not accurately used all the time. But every fifteenth degree can be determined with close geometrical accuracy, and it is best to do this first in the following way:

With the legs of the compasses set for the same radius as the quadrant, place one leg at zero. The other leg will fall on the circumference at 60 degrees. That fixes this mark. The 45 degree mark can be fixed by drawing a straight line between the corners of the quadrant, dividing it carefully, and drawing a straight line from the center of the circle through this middle point and on to the circumference. From 45 to 60 degrees is 15 degrees. Set the legs of the compasses at this distance apart, and lay off the marks for 75, 30 and 15 degrees. These directions hold good for a quadrant of any size.

Education Among the Early Greeks.

PRINCIPAL R. J. TIGHE, ASHEVILLE PUBLIC SCHOOLS.

If Homer's works were written by several men, they show a broad culture at that period of civilization; if they were written by one man, they show a greater culture. For five hundred years they were a source of culture and education to the race. No other books have had such an influence on humanity. The Iliad is the type of all epics. Virgil, Dante and others are all disciples of Homer.

The people for whom Homer sang must have been somewhat mature in culture, or they could never have appreciated and kept alive, unwritten, his works. It is true, I think, no author can write above the heads of his people, and especially must this be true where works are unwritten; for literature is, in a sense, the offspring of the people, and their encouragement alone gives it permanence. Poets do but speak the people's thoughts, expressing that which they would, but cannot explain. This being true, then, what may we conclude as to the grade of culture in Homer's day?

"The Greek," says Froude, "built his own home and furniture. Princes killed and cooked their food. Even a keeper of swine was called noble, and princesses drove the clothes cart and washed linen." It was in such a state that Greek children were educated. Their educators were their

parents, relatives and associates. The child's early education was a course in manual training. Labor was honorable. The gods were skilled in manual arts, and under this influence the early Greeks attained great development in wood-carving and iron-working. So great was their skill in these arts that it is thought they must have had manual training or trade schools.

The Greek matron looked after all her household matters herself and taught her daughters all that they required to fit them for their life-work. Young women were modestly dressed, and the open air life which they led made them beautiful. In those days there was no seclusion. This was an oriental custom, introduced at a later and weaker period. Girls were cared for then and had about as much freedom as they have to-day.

The education of the boy was carefully conducted. Courage was highly esteemed, and many kinds of games and sports were practiced to develop it. No educational force is, perhaps, a more constant quantity than are games. We find about the same games in use to-day in Greece that delighted the boys of Homer's day, and many of those, like "tug of war" and "hare and hounds," have come down to us.

The table manners of these old Greeks also showed a high degree of culture. Bathing before meals was customary, and the feet of guests entering the house of a friend were washed by the servants. People sat at their tables instead of reclining, as they did in their later and more degenerate days. Strong wine was never drunk, water being always mixed with the wine. Gluttony and drunkenness were uncommon and were considered brutish.

The minstrels and poets were the literary class, but they held a much more important position than do our literary people of to-day, for they were not only authors, but also readers or reciters. They supplied the place now taken by periodicals. They were educators of the people, and a great uplifting force. Hence they were held in high esteem.

So, in those days when books were few or none, and the art of reading was but little known, the ability to speak well was all-important. Eloquence more natural than artificial was greatly

valued, and Greece was renowned in debate for more than a thousand years.

The Greek boy of the Homeric period had no readers, grammars, histories, geographies or arithmetics to trouble him. The Iliad and the Odyssey, as they came from the lips of the eloquent rhapsodist, were all these to him; and he learned much of them by rapt and attentive listening. At first glance, the education of this period seems crude, as compared with ours. But let us see what they had—a beautiful language, love of simple and useful ornament, social order and morality, marriage and its vows held sacred, and physical health and strength. They were musical, oratorical, polite, courageous and law-abiding. They knew the fine arts and made useful and beautiful articles for their homes. They were “educated, not schooled.”

There were four great educational forces which combined to bring about this state of culture in early Greece:

1. Their belief in their noble ancestry.
2. The government, which was democratic and based upon the family.
3. The religion, which was comparatively pure and monotheistic as well as literary.
4. The purity and strength of the family life.

LESSONS FROM HOMER.—Homer's influence on human thought is boundless. All later epics go back to Homer as their source. Greek history adopted his stories as true, and philosophers quoted him. Solon had his poems read at a great festival; and, down to the present, a knowledge of Homer is considered essential to a complete education.

He gave a high ideal of morality. He turned the mental eye inward and discovered the ideal of the true, the beautiful and the good. He brought man before the bar of his own conscience for judgment.

He taught the necessity of physical as well as of mental training. The first duty of a father was to look after his son's physical training. A sound mind in a sound body was always his motto.

Homer is a good example of the power there is in cultivating the mother tongue. A language must be valued to become perfect. So long as we spend so much time on foreign languages our own must suffer from neglect.

Language is not learned from a study of grammar. Most of our greatest authors knew little of technical grammar.

The education of this period proves that the best education is that which is the least mechanical in its nature. Grades and classes and courses of study may possess serious drawbacks.

Taste for beauty in art is important in education. Beautiful ideals are essential to true progress and culture.

The position and influence of the women of this age of Homer were honorable and beneficial. She was a model of purity and gentle strength.

The purest and best forces are drawn from nature. Homer was a child of nature, who knew and loved her.

True genius never dies. The thinker is the real king. He alone rules generations of men.

**Extracts from President Alderman's Address,
Chapel Hill, Jan. 27, 1897.**

This University was ordained of the people in the year 1776. Within one month of the adoption of the Federal Constitution, by an heroic act of public spirit of which we shall do well never to tire of boasting, it was definitely planted, by the legislative action of a pioneer people, in a primitive wilderness, to furnish impulse and light to an agricultural community of English people. For eighty-one years, guided by the devotion of the sainted dead, it grew on the only basis on which institutions can grow, the social and political environment about it, and waxed so strong that at the opening of the Civil War it was the largest institution in the southeastern end of the Republic. The society to which it ministered in those years was of a militant order, so to speak, resting on its arms. At its base were unskilled slaves and untaught white men, at its summit as masterful, erect and lovable a breed of men as this round world has known. From every Southern state young men passed through these halls to the larger life of leadership in church and state, in peace and war, and did their duty right bravely in troublous and formative times. It is an heroic roll-call—president, vice-president, cabinet ministers, jurists, senators, governors, scholars, divines, farmers, manufacturers, and last, but not least,

countless cultured gentlemen. We have ranged them in yonder hall in just and tender pride, as a mother disposes her children, that the eager youth of to-day may gaze upon them and feel the quickening of the heart-beat and fellowship with the past. Our story makes a proud record of service to society. Joseph Caldwell, our first president, revealed the value of the public schools to the people; Archibald Murphey, a teacher here, with constructive genius shaped the revelation, and Calvin Wiley, a graduate, actualized it in the completest system of public schools in Southern ante-bellum life. The railroad era was inaugurated by Morehead and Caldwell. The foundations of industrialism were laid by the Holts and the Frieses, and scientific agriculture received its first impetus from University men. The annals of North Carolina without her University would be a meager and barren story.

And so our past is secure. To-day belongs to the present and the future. The great war freed us all. Once we were aristocratic in government and education, now we are democratic in both. Our labor has become free, our property has changed hands, our doors have been thrown open to ideas and men and money. In short we have passed from the patriarchal to the economic stage of society, where is needed the subtler brain and the more cunning hand, and where the orators and dreamers of old must, at least, share the stage with the manufacturer, the producer, the industrial man. No longer does any semblance of caste or social creed suppress individual effort. Quite the contrary. The irrepressible instinct of democracy, restrained for some generations, is manifesting itself among all the people who are everywhere rushing to the front, demanding their share in government; and straightway learning to govern by governing. It is idle to bid them wait. They follow a just instinct, and such things fall out that way always in human history.

The University stands to-day as it stood in that olden time, the mightiest single social engine for the direction and elevation of this social, political and industrial new birth.

* * *

This is not the University of any sect, but of all sects, and so long as I direct its life, the healthful breeze of freedom shall blow through its halls

—not the freedom of license and scoff—but that thrilling liberty of truth which makes one free indeed. The truth here sought, whether of nature or of man, shall be sought that men may come nearer to God and to good. A university, if taught by religious men, cannot be irreligious. It cannot ignore religion, for religion will not ignore it. Religion is life and truth, and that is what a university seeks to make and to find.

* * *

The going of a Southern boy to college is no matter of course incident of youth. The presence of many a boy here to-day, looking down from these galleries, means almost a tragedy in some far-away home. It means that the father and mother lie awake in the still night hours and take counsel together how they may work a little harder each day, saving here and scrimping there, denying themselves this luxury and that comfort that this child of their flesh may know the life denied to them, may walk upon the mountain ranges of life while they toil in its valleys. Just a generation after a ruinous war, is it a crime for the state, for its own sake, to aid such people? It would seem that the angels in heaven would envy mortal men so fine a service.

* * *

Our first great duty is to our students here, enabling them to catch the spirit of the great masters of thought, and as Mr. Lowell so finely said at Harvard, "to become men of intellectual resource, men of public spirit, with that good taste which is the conscience of the mind, and that conscience which is the good taste of the soul"—not forgetting the while the precious stuff of scholarship, and cherishing the ideal of investigation and discovery. Our next great duty is to the people. Before us lies a great state, with wonderful resources and a sturdy population. Another race lives among us whom we must help as we can to higher things. Around us are thousands who need to be awakened to the importance of knowledge. This University, therefore, cannot be a dreamer or a seer. It must use common sense as men do in their business and be a reformer, a ruler, a social regenerative force reaching out directly into the life of the people, touching every town and hamlet, every newspaper and tax-payer. Our professors must carry to them their knowledge. Our alumni must testify to them

the value of intellectual pursuits and restrain for them the narrowness of misunderstood beliefs. We must understand and teach them, and they in their turn will understand and teach us. We must be able to help them in their homeliest concerns—the public school, the factory child, the hand's hire, the village library, the home, the field and the shop, and they will really see the University for what is it, a light-house, an intellectual Pharos, not alone for the few who trim its wicks and fill its lamps and voyage at its base, but for all the unchartered craft adrift upon the sea.

With this obligation of duty to the people, this "*noblesse oblige*" of culture, which has always constrained the University, I shall continue to keep faith, so help me God.

* * *

It is recognized that the state in its assessed wealth shows poverty, but therein rests the chief reason for expenditure in all forms of education. Much legislation is made only to be repealed, but educational legislation is eternal and creative. Ignorance is both a cause and effect of poverty, and ignorance brings nothing to pass but folly. Economy, of course, should everywhere prevail, but retrenchment should spare education. Wise statesmanship has always felt in times of greatest trial that the hope for better things lay in unbeaten and potential youth. Luther uttered his shrillest note to the burgomasters of Germany pleading for education. This University was born in the gloomiest hour of the American Revolution. It was revived when our fathers were taking up the task of finding bread to eat after the Civil Conflict, and it should be strengthened now when we are searching amid dins and clamors for the right clew to a changed social order. It is poor political economy to knock the brains out of a community to save money, for brains is money. We cannot wait to get rich to educate. We must educate in order to get rich. Learn this lesson from the great states of the Mississippi Valley. They give annually to their universities as follow: Illinois, \$333,000; Ohio, \$250,000; Wisconsin, \$273,000; Michigan, \$194,000; Kansas, \$100,000; California, \$112,000; Indiana, \$80,000; Iowa, \$76,000; North Dakota, \$37,000.

How can we hold pace with that civilization

unless we adopt its method? Their creed is that brains create wealth and power. Shall we hold another?

* * *

The question is sometimes asked how does a university serve a state? and one sometimes hears doubts expressed as to the value of the higher education. The question is usually heard in young communities where much pride is felt in the self-made man. It might as well be confessed that some college graduates are still fools, and it is surely true that a college cannot provide brains or monopolize genius, but the fallacy is quite evident.

Washington and Lincoln were not college-bred, and they were surpassingly great. Would Madison and Hamilton have been greater men if they, too, had been untrained? Because the genius of Shakespeare and Herbert Spencer and Thomas A. Edison asked nothing of the schools, shall the schools be closed? Because Walter Scott was idle and dull at school, shall a man perceive with delight that his son is lazy and stupid? The truth is that the creative movement and the creative men have come out of the colleges. Religious liberty was born in a university. Isaac Newton and Adam Smith and Lord Kelvin thought in the still air of the university. The influence of universities guided the controlling emigration to this country, its sons fostered the desire for nationality, and supplied the leadership for independence.

Forty-two out of the fifty signers of the Declaration of Independence were college men. Three of the five who drafted the Declaration were graduates. Thirty-six of the fifty-five who wrote the constitution came out of colleges. Fifteen of our Presidents, one-half of the Senate and one-third of of the House have been college men. When England wants a Premier she goes to Oxford or to Cambridge. When God wants a great preacher He goes to the college. Men of genius and great force of will rise by their might everywhere, but they achieve their ends by supplying out of their own force the defects of training. Every man thinks higher education is a good thing for him or his child, and that settles the question.

"Banish from your midst all that represents culture and learning; remove from your pulpits

the men of liberal education who are acquainted with the history of religion and ethics; remove from your courts the magistrates whose knowledge of the law enables them to administer justice; shut your homes to the physicians who possess superior wisdom and skill; drive forth the men of science who are capable of managing great industries; the teachers who have spent many years in gaining knowledge and power for their responsible duties; forbid the approach of superior knowledge and power—and then ask yourselves whether university educated men are of value to the community in which they live.”

* * *

How then does a university serve a state?

(1). Because it embodies a broad and noble patriotism and pours into the community a steady stream of generous-minded, capable men who have a sense of public duty and multiply their influence a thousand-fold. It is sometimes said that the higher education of the few is unjust to the many. This is not so. Young men educated in universities are educated not alone for their own sake, but for the sake of the many.

Neither can one hold that the college is a luxury, for we are in as much need of wise leaders as we are of wise followers, of those who know something of government and political economy and science, as of those who can read and cipher.

It is the precious few who maintain the liberties of the many, for those who most need help are generally least able to help themselves.

(2). The university tends to develop and elevate the people.

Leaders rule, education develops leaders. The poor cannot get education save by organized help, therefore universities have everywhere been the nurseries of equality and the benefactors of the poor, preventing education from becoming an exclusive privilege of the powerful. It is of interest to know that two-thirds of the students who have ever attended American colleges were sons of poor men, and to such everywhere come the main benefits of universities.

The voluntary principle, or the principle which relies on private philanthropy for educational foundations, is a very noble and beneficent idea when united with and stimulated by state action. Indeed, as I have elsewhere said, the splendid be-

nevolence of our men of wealth is the glory of American life. But remove the energy of the state entirely and rely exclusively on the voluntary principle and you have aristocracy in education, pure and simple. Sole reliance on the voluntary principle would mean simply that every man should either educate himself or wait on the whim of the rich and powerful to educate him. If one is rich and powerful, therefore, one can be very profitably and exclusively voluntary. As Matthew Arnold has pointed out, the gallows was once a voluntary institution administered by the lord of the manor, likewise, the court of justice, the whipping-post, the asylum and the school, and they are still so in despotic countries. But a different spirit shines out of our life. America is organized brotherhood striving to equip democracy for its task, and the university is one expression of this brotherhood acting for noblest aims.

(3). The state university can serve the state by gathering together in a common effort all its citizens.

This was the thought present to the mind of Mr. James Brice when he declared in the American Commonwealth, “the American state universities hold the greatest promise for the future.” Here should be the place where the believers in every creed and the adherents of every party should be able to meet on common grounds and partake of a common pride. The darkest day in any state would be when it would cease to have a university—a rallying place where youths could learn to respect and sympathize with each other, where men of all shades of thought and temperament and belief could gather as upon a hill-top and, shedding the skins of their rigid beliefs and forgetting the passions and fevers of the life-struggle, breathe into their lungs a diviner ether, and see with just and unclouded eye how vast a thing is life and how close akin we all are, the one to the other. Let a state once elect to make education difficult to obtain and it has gone far toward dividing society into two classes, the educated rich and the ignorant poor, and these are the conditions for social hell. It ought to be our grandest boast that no worthy man, however poor, shall ever be turned from these doors. Two colleges striving to make men in a self-governing community can no more compete hurtfully with each

other than two light-houses striving to give light and placed at different angles along a bleak and stormy coast. At the outset of my administration, I extend to every college in the state my assurance of friendship and good will. Whether we will or no, we are all bound together by the ties of culture and learning. There rests upon us the dignity and responsibility of scholarship, and in the sense in which the Master spoke the memorable words to Simon and Andrew, we are fishers of men. There is room for all and work for all. The university asks for no monopoly, and it will yield none.

(4). The University serves the state by invigorating its public school system from the primary schools to the colleges. In this ascending series the university stands, in conscience and reason, at the top. A school system all university and no lower schools would be a crime, but a system all lower schools and no university would be a farce. As the cool breeze from the mountain sweeps down the valleys bearing vigor and health, so passes from the university the influence that strengthens and makes efficient the public school system. Here, indeed, it was born, here it has been and forever will be fostered, and if death or decay should overtake us here, it would wither like an unwatered vine.

(5). The University serves the state by ennobling the idea of the state in the minds of its picked youth. This is a very great thing to do. The anti-Christian, or Pagan, state was a mere expression of rude force and its individuals were dwarfed or shaped to its uses. But Jesus Christ brought another idea into the world, in His care for the poor, the weak, the child, the plain people. Society, fused by the divine energy of the Master, became a unit and developed an aim—the mutual benefit of its members. Of this marriage of Christianity and democracy have been born the nobler institutions of society, hospitals, libraries, colleges, universities. In an atmosphere such as this, therefore, young men behold the Christian state in its sweeter and more lovable relations, not only just and law-enforcing, but informed with a conscience, a heart, a purpose and a will. There is born that large civic pride which is so infallibly a note of higher civilization—that pride which does not spend itself in mere boasting, nor eat out

its heart in jealousy, but which has respect for government and governors, if they prove worthy; which deems the state's honor its own; which does not loosely undermine the props of order by wild speech and epithet; which is foremost in works of public spirit, and which stands to serve the state in any hour of danger and unrighteousness.

* * *

What now can the state do for the university?

It can understand it and sympathize with it. It can refuse to punish it for its success. It can nourish it for its task, giving to it, within its means, what it needs for life and growth, not as if it doled out charity, but as one increases his noblest investment. Lastly, it can honor and protect its university—its manhood making engine—lifting it out of the region of passion and jealousy and vicissitude, and giving to it that sense of security and that air of hope which multiplies and quickens its energies.

* * *

My fancy has sight of it in the strange, new century awaiting it and us, grown more beautiful in its outward seeming and fairer to look upon, its altar fires alight and glowing, ardent youth bearing our names, and flesh of our flesh, streaming through its groves and its gray old walls still inviting from out the busy world all those who would woo the goddess Truth.

Strong in the sense of an unwearying service, confident of the unfailing rectitude of public impulse, the University of North Carolina enters a new stadium of the second century of its course unfretted by bickerings and informed with zeal and with a hearty will to serve the high and majestic ends of republican citizenship. The University is the people's school. Her watchword and her graven motto shall be creative energy, enlightened civilization, and untrammelled manhood. "Who shall rail against her power? May she mix with men and prosper!"

Graduate Study in Pedagogics at the Normal and Industrial College.

During 1897-8 graduate courses in pedagogics will be offered at this college. These courses will be open to all graduates of this college and to all others whose general education, pedagogical reading and experience in teaching are such as to enable them profitably to undertake the work.

These students will give at least two-thirds of their

time to pedagogics, but they may take some additional work in other departments of the institution, which should be in line with the special work of teaching for which they are fitting themselves.

All graduate students will be organized into one class for reading and lectures on the philosophy of education; but it is expected that each student will, with the advice of the head of the department, choose some special subject, as reading, arithmetic and elementary geometry, history, elementary science, English, geography, or the general subject of primary teaching, to which she will devote the greatest part of her time and on which she will prepare one or more papers showing original investigation. Opportunity will be given for her to teach this subject in one or more classes in the practice school, and to observe the work in all other classes. The best books and printed articles on the subject will be assigned to be read, and from printed courses of study and other means of investigation, the student will be expected to prepare some account of the present practice in teaching this subject in the better schools of this country and abroad. The educational value of the subject and its relations to other subjects of the elementary school course will be examined.

This work should not only prepare the student for teaching the special subject chosen for study; but it should also give increased ability in all other teaching.

For further information in regard to the course of study apply to P. P. Claxton, Professor of Pedagogy. For information in regard to admission to the college address Charles D. McIver, President.

Correspondence Courses of the State Normal and Industrial College.

The charter of the State Normal and Industrial College imposes upon the faculty of the institution two kinds of educational work besides the regular teaching at the college, namely: such institute work as can be done during the summer vacation and such extension work as can be carried on by correspondence with non-resident students. The regular work of the faculty at the college and the institute work have so fully occupied their time that only a small amount of instruction by correspondence has been given heretofore. After October 1st, however, non-resident students, regardless of sex, will have an opportunity to take correspondence courses in pedagogy and in the commercial department. As soon as practicable, arrangements will be completed for correspondence work in the various other departments.

Those desiring to take the courses in pedagogy should address Prof. P. P. Claxton, and those desiring to take courses in stenography and bookkeeping may address Prof. E. J. Forney. The annual charge for the correspondence course in pedagogy will be \$9. This will be the only charge for instruction and the use of text-books, which will be furnished by the institution. There will be no charge whatever for the correspondence course in stenography or bookkeeping, except the actual expense of postage and material consumed in practice.

All correspondence courses will be open to men and women alike. In order that there may be an understanding of what can be done in these correspondence courses, the following statements from Prof. Claxton and Prof. Forney are appended.

CHARLES D. MCIVER,
President.

Normal Extension Correspondence Courses in Pedagogy.

In order to extend the influence of the college and that it may be especially helpful to the teachers; and through them to the schools of the state, the following correspondence courses will be offered in the history, science and art of education. These courses will cover substantially the same ground as the similar courses in the college. Students will be directed and aided in their studies by means of printed or written suggestions and outlines for study, informal correspondence, and written reviews and examinations made from time to time, as integral portions of a course are finished. Condensed typewritten accounts of lectures delivered in this department will be furnished to correspondence students.

This work will be especially helpful to those actually engaged in teaching; and any one may easily find time to take at least one course each year.

These courses will be open to men and women alike:

I. Educational Psychology and Child-Study.

II. History of Education and the Development of Modern Educational Ideals, Methods and Systems. This course will include reading in the principal great educational classics and a study of the lives of educational reformers.

III. Science and Art of Education. A study of the purpose of education, the value and relation of the subjects of the school course, general and special methods, discipline, organization and management of schools.

IV. Advanced work in special methods, similar to that outlined for graduate students, or in any one of the preceding subjects. This course IV. is intended for graduates of this college and others who may have done an equal amount of pedagogical reading. It will be especially helpful to principals and superintendents of schools. The work will be guided chiefly by informal correspondence.

P. P. CLAXTON,
Prof. Pedagogy.

Home Study in Shorthand.

The Commercial Department of the State Normal and Industrial College offers a course in home work in shorthand, free of charge, to any young man or woman in North Carolina who has a good English education. It is the purpose of this course to teach, in general, better methods of office work, and in particular, to place within the easy reach of North Carolina youth a plan by which a working knowledge of the Isaac Pitman system of shorthand may be obtained with the least possible cost.

Many of the best stenographers now-a-days are self-taught. By pursuing a systematic course outlined by experienced teachers much of the work necessary to a successful mastery of the subject can be done at home. After the theory of the art has been acquired, coupled with a wide range of classic reading in shorthand, the students who take this course, in order to get dictation practice, will have an opportunity to attend a summer school of two or three months, the entire cost of which need not be great.

It is believed that by pursuing this plan many young men and women in North Carolina can become acquainted with what we believe to be the most practical system of shorthand writing.

The conditions are: Absolutely free tuition during our session, commencing with October 7th and continuing for eight months. The student will be expected to pay postage on exercises to and from the college and to buy the necessary books.

E. J. FORNEY.

To the Public School Teachers of North Carolina.

HON. C. H. MEBANE, SUPT. PUB. INST.

Through the courtesy of the editors of this journal I am permitted to address a few lines to you.

I wish to make an earnest appeal to you for self-improvement and self-progress.

There is an old saying: As is the mother, so is the daughter. There is an abundance of truth in this. There is another statement equally true, I think. It is this: As is the teacher, so is the pupil.

While the average public school teacher cannot have access to the leading magazines and the best books written on the subject of education, yet every public school teacher in North Carolina can take at least one good magazine, and purchase, each year, at least one good book written by some one of our leading educators.

I appeal to you to make some sacrifice along this line, for your own sake and for the sake of the children placed under your care.

I have no patience with a teacher who is content, so long as he or she can secure the certificate required by the County Supervisor, to drag along, year after year, without any thought of new life or inspiration in school work.

The plea has already come to me that quite a number of the teachers in certain counties are asking the County Supervisors to endorse their old certificates because the teachers say they are "rusty."

Is it possible that our public school teachers have so little interest in their work that they become "rusty"? It is even so, for some of the teachers have said it of themselves.

If any teachers who read these lines are troubled with this "rust," I beg them, in the name of the high calling of the teacher and for the sake of the children of the schools, to rub off this "rust" at once and go forth to their work burnished and bright with the determination never again to become so indifferent in their work as to become "rusty."

I have advised and shall continue to advise the County Supervisors to see what they can do for this "rust" among some of our teachers. We must have the standard of scholarship raised among our public school teachers. Any teacher who is not willing to make

progress, and become more and more efficient in his or her work each year, ought to have manhood and honesty enough to quit teaching and make way for those who are willing to make advancement in the work.

If the County Supervisors fail to raise the standard among our teachers, I shall ask the next General Assembly to pass an act requiring the State Board of Examiners, which now prepares papers for life certificates only, to prepare all examination papers for all the teachers, and then, I am sure, the standard will be raised by this Board.

Book Review.

MOSES PHONIC READER—*Edwards & Broughton, Raleigh, N. C.*

Edward P. Moses, the author of this most excellent book, was superintendent of the graded schools of Goldsboro, N. C., 1881-85, and of the public schools of Raleigh, 1885-95. He is now professor of pedagogy in the Winthrop Normal College, Rock Hill, S. C.

The Phonic Reader is the natural outcome of intelligent and careful experiments, thoughtfully made by the author while superintendent of schools. These experiments were made both in the schools and in the author's own family. The object of the long series of experiments and investigation was to find some way to teach children to read by sound and without the use of diacritical marks.

Having become convinced that children may be taught to read in this way with the best results, and not being able to find a suitable book written on this principle, Mr. Moses set himself the task of preparing lists of words carefully arranged according to sound.

Mr. Moses thinks the child should first be taught to separate spoken words into their elementary sounds. Certain letters representing these sounds are then learned. The child is now pre-

pared to write, at the dictation of the teacher, a large number of purely phonetic words, which it has not seen before. Other letters, representing other sounds, are gradually introduced and more words are written, until about seventeen hundred words of one syllable have been given. To do this work well, a period of about three months is necessary.

At the end of three months, the book should be placed in the child's hands, and should be read through in the next three months. Three months of the first school year will then remain for work in the ordinary second readers.

Joseph Payne is quoted as saying the phonetic method of teaching reading has made little progress in England because the books prepared on this principle have not been understood by the teachers using them; and it is safe to say the progress of phonic teaching in this country will be measured by the progress teachers show in making themselves familiar with the elementary sounds of the language.

After separating a spoken word into its elementary sounds and learning what letters are chosen to represent the several sounds, the child looks at the written or printed words, gives the sounds represented by the letters, and, by blending and uniting these sounds, pronounces the word correctly. Having been taught the values of the letters, the child is able to read new words without other help.

On almost every page of the book are notes and suggestions which will enable the teacher unacquainted with this method to teach herself and to obtain excellent results with children just learning to read. The book cannot fail to commend itself to primary teachers.

N.

We have received sets of the Standard Literature Series and the Golden-Rod Books, (University Publishing Co.,

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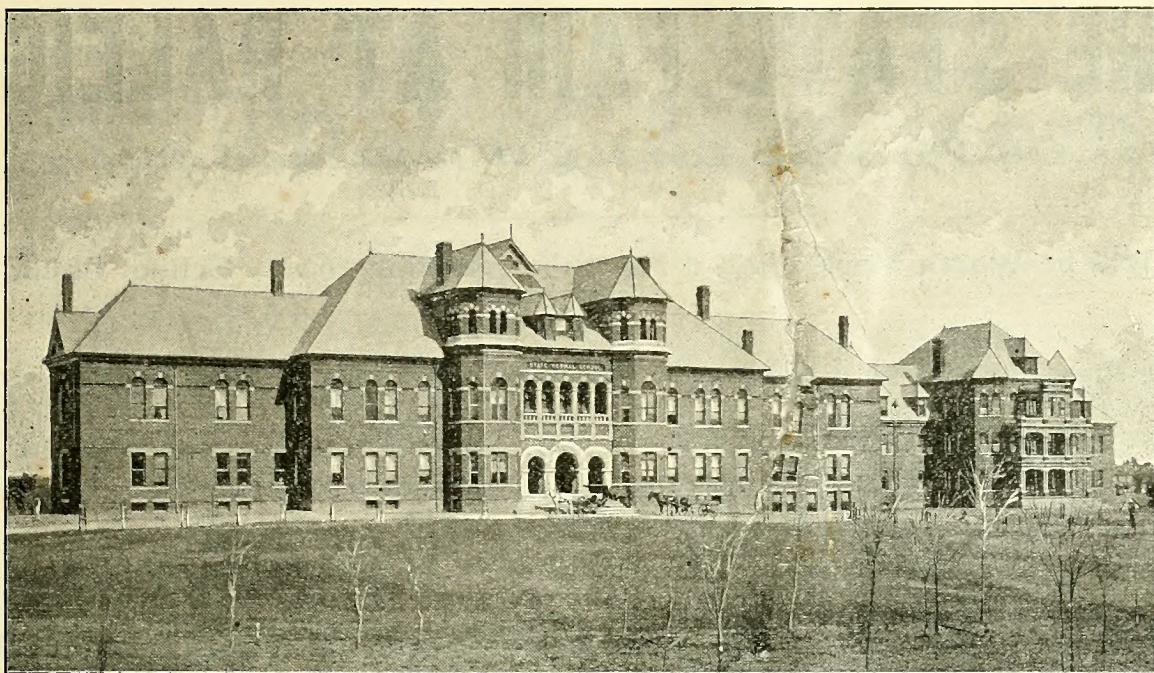
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VOL. I.

GREENSBORO, N. C., NOVEMBER, 1897.

NUMBER 4.

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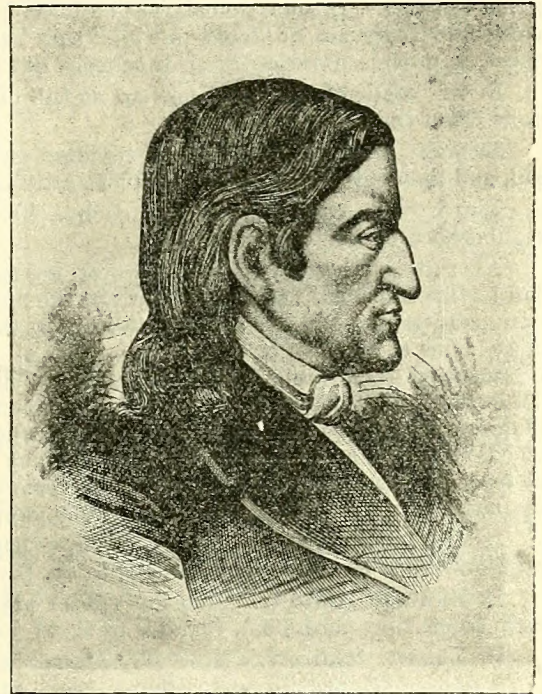
The child, the boy, man, indeed, should know no other endeavor but to be at every stage of development wholly what this stage calls for.

Even as the child, every human being should be viewed and trusted as a necessary, essential member of humanity; and therefore, parents are, as guardians, responsible to God, to the child and to humanity.

God creates and works productively in uninterrupted continuity. * * * God created man in his own image; therefore, man should create and bring forth like God.

Education should lead and guide man to clearness concerning himself and in himself, to peace with nature, and to unity with God; hence, it should lift him to a knowledge of himself and of mankind, to a knowledge of God and of nature, and to the pure and holy life to which such knowledge leads.

The educator, the teacher, should make the individual and particular general, the general particular and individual, and elucidate both in life; he should make the external internal, and the internal external, and indicate the necessary unity of both; he should consider the finite in the light of the infinite, and the infinite in the light of the finite, and harmonize both in life: he should see and perceive the divine essence



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in whatever is human, trace the nature of man to God, and seek to exhibit both united in life.

God neither ingrafts nor inoculates. He develops the most trivial and imperfect things in continuously ascending series and in accordance with eternal self-grounded and self-developing laws. And God-likeness is and ought to be man's highest aim in thought and deed, especially when he stands in the fatherly relation to his children, as God does to man.

Man, as a child, resembles the flower on the plant, the blossom on the tree; as these are in relation to the tree, so is the child in relation to humanity—a young bud, a fresh blossom; and as such, bears, includes and proclaims the ceaseless reappearance of new human life.

HOW TO SECURE SCHOOL LIBRARIES.

Every public school in North Carolina should have a library. Much that a child should know is not found in text-books. More can be learned about the world from stories of travel than from a geography, and more about the great men of the world from historical novels than from a history. The study of a text-book is usually regarded by the child as work, while the reading of books of travel or historical novels is a recreation; and the books he reads will open a new world to him and inspire him with a love for reading and a desire for a broader culture, which will affect his whole future life.

It is not the schools in the larger cities that need libraries, but rather the country schools in the thinly settled districts. In such schools, the children know nothing of the great world except what they learn from books, and there are no books to which they have access. Many teachers have appreciated this fact, and have wished to provide libraries for their schools, but three reasons have prevented them from doing so:

First: Many of the best books are so full of tiresome details that children lose the thread of the story and throw down the book in disgust.

Second: The best works of the standard authors contain incidents which it is not proper for children to read, and many allusions which cannot be satisfactorily explained to them.

Third: The cost of providing such a library has been such as to make it out of the question for the neighborhood or the teacher to buy it.

All three of these objections, however, are met by the publication of the Standard Literature Series. The plan in this series has been, (1) to cut out the "padding," the tedious details which have proven so tiresome to young readers, but to leave a complete story in the exact language of the author, short enough to be read in the limited time of a school term; (2) To cut out all incidents and allusions which are of a questionable character and unsuited to children; (3) To add notes explaining every historical and classical allusion, so that the child will have no difficulty in understanding what he reads; and (4), most important of all, to publish these condensed volumes at a price so cheap that every neighborhood can afford to buy a set. Or, if the neighborhood should not care to do so, every teacher can afford to buy a set for herself and carry them with her to each school where she teaches, permitting the children to use them during the school term, and thus add to her own value and popularity in the neighborhood. The books published so far are as follows:

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The agricultural college of Minnesota now gives instruction to girls in agriculture, horticulture, dairying, etc.

Thos. L. Brown, professor of horticulture and general manager of the grounds of the Normal and Industrial College, has recently been elected secretary of the State Horticultural Society.

Many families in the townships adjoining Mt. Airy have asked to be allowed to pay their part of the local school tax and share in the benefits of the Mt. Airy schools. The two townships composing the town of Mt. Airy voted the local tax on August 10, and the town now has good public schools.

A good ungraded school with a good teacher in love with learning—especially if it be near a stream, not far from the woods, and the teacher be on speaking terms with nature—is an ideal place for the early years of school life. The graded school of the city is a necessity of the situation, and of course a very good thing, but in it the average pupil is usually at a disadvantage as compared with his country cousin under a good teacher.—Pennsylvania School Journal.

At the approaching Thanksgiving season North Carolina should give thanks not only for abundant harvests and other material blessings, but also for that all her schools, high and low,

public, private and denominational, are filled to overflowing with earnest students, eager for the light of knowledge, the power of training and the grace of culture. This means much more for us as a people than do acres of golden grain or whitening fields of cotton. For a state becomes great only through the right education of all its people.

The Out-door Lesson in this number of the JOURNAL, in which Miss Slater tells the story of an actual lesson with her children, is well worth study. Children always find the study of insects very interesting, and no department of nature study is of more practical value. We remember the great interest shown in this subject shown by a class of children in the third grade of the Asheville schools a few years ago, and the valuable training in careful observation which came from the study. These lessons are especially valuable for children in the country schools.

The portrait of Horace Mann, on the first page of the October JOURNAL OF EDUCATION, was published through the courtesy of Messrs. Lee & Shepard, Boston, who publish in five volumes the most complete life of Horace Mann, including a collection of his letters, reports and addresses. Many of these last are full of interest to-day; and much of the work accomplished by them in Massachusetts and New England a half century ago remains yet to be done in North Carolina and the South. Well would it be for us if many of our teachers and statesmen would read these addresses and reports until they became filled with the spirit of this "great educational statesman."

The Journal of Education endorses a circular recently issued by Supt. Mebane warning district committeemen and other school officers against spending the school fund for high-priced, but useless charts sold by traveling agents. This is

an ever-recurring evil. A few years ago, one company took from this state about \$50,000 of the scant school fund. In one county \$1,100 of these warrants were discounted by a local broker at \$800. The charts sold were worthless for use in the schools. No committee should let a dollar of the small fund committed to its care be spent in this way. Charts and other apparatus of the proper kind are useful and necessary; but they should be bought with discretion.

On October 20, the University of North Carolina had enrolled 464 students, two more than the largest number enrolled in any previous year of its history, and it is expected the enrolment will reach 500 before the close of the session. This does not include the 185 students of the summer school. Ninety-four per cent. of the students are from North Carolina; 100 of them are working their way through college. No other American university has so large a number of its students from its own state. The five women in attendance are reported as doing a high quality of work. The school of pharmacy has 14 students.

If our public school system can be extended so as to include one or more good high schools in each county, where boys may be properly prepared for college; and if the state and private individuals will only do their full duty in providing for the needed buildings and endowments for the university, the day is not far distant when a thousand or more of North Carolina youth will seek instruction and culture in its halls each year.

In reply to an inquiry, Supt. Mebane has written the following letter, with the spirit of which most people who have children to educate in the public schools or who pay a school tax will agree. It only seems strange there should have been any occasion for writing the letter. No one should be recognized as a teacher whose character is not above suspicion or who engages in any business which degrades him in the es-

timination of the better people of his community.

"A man who is engaged in the manufacturing and selling of spirituous liquors has no business in the school room to form and mould the characters of our boys and girls. Such a man is not likely to carry out section 1, chapter 169, laws of 1891. He would not be likely to tell his pupils that the business was destroying not only the bodies, but also souls of men. No, sir; do not grant a certificate to any such man."

The State Normal and Industrial College at Greensboro has enrolled during the first three weeks of the session about 415 young women. This is a larger number than had been enrolled before Christmas in any previous year, and the number present is larger than at any time in the history of the school. The new students are said to be better prepared than in previous years. All these young women are from North Carolina. They represent every part of the state and every grade of society. This is probably the largest number of young women to be found in any Southern college, and it would be difficult to find a more earnest body of students anywhere. Ten young women, representing every class that has been graduated from the institution, are doing graduate work. Eight or nine are doing advanced work in pedagogics, while others are doing graduate work in English or science. The practice school has about 185 pupils.

Like all other schools in North Carolina, this school is attempting to do a maximum of work with a minimum of equipment and funds. There is great need of more room and more money for libraries, laboratories and other equipment, and to employ additional teaching force; the state depends on this school not only for the education of its young woman, but also for the training of teachers for the public and private schools. The yearly demand for teachers is more than twenty times greater than the college can supply. It will be good economy for the people of the state to see to it that the supply of trained

teachers shall more nearly equal the demand, and that opportunity for more thorough training be given those students already in the college. Many a school attempting no more than this has ten times the material support this has.

The Ideal Spirit of the University.

There is a right ring about these words from a recent address of President Alderman to the students at the university. They express better than any other words we have seen the true ideal of the spirit which should characterize a great institution of learning. So long as this ideal prevails may we look for a realization of the sentiment contained in the closing words.

"I have an ideal for this university. My desire and fancy would have it a place where there is always a breath of freedom in the air, for slavery is not a proper condition for men; where a sound and various learning is taught and taught well, without sham or pretense; where the life and teachings of Jesus furnish forth the ideal of right living and true manhood; where manners are gentle, and courtesies daily multiply between teacher and taught, and a gentleman feels at home; where all classes and conditions and beliefs are welcome, and rise in earnest striving by the might of merit; where wealth is no prejudice, and poverty no shame; where honorable labor, even of the hands in menial toil, is glorified by high purpose and pathetic desire for the sweet waters and the clearer air; where there is no air of uncharitableness, nor any chidings or railings, but rather a large charity and sympathy in all good efforts that make for righteousness and culture, whether within or without our own academic walls; where there is a will to serve all high ends of a state struggling up out of ignorance into general power; where men are trained to observe closely, imagine vividly, reason accurately, and to have about them some humility and some toleration; where truth, shining patiently, lie a star, bids us advance, and we will not turn aside. Will you help us,

young gentlemen, to make our alma mater such a place as this? I now give you this sentiment:

"Our Alma Mater—Unceasing growth and honor and usefulness to her throughout the years."

Preparation for Opening School—How to Save to the Children One-Fourth of the School Term, and to the State One Hundred and Seventy-Five Thousand Dollars.

Most of the public schools in North Carolina and many other Southern states begin their sessions in October and November, and the JOURNAL OF EDUCATION would call attention to the importance of a full and prompt attendance and to the preparation necessary thereto. For the want of this preparation much time is lost and the value and efficiency of the schools greatly impaired.

Without a definite plan of work without having examined and classified the children, without books and apparatus, and without sufficient announcement, the doors of the school room are opened, and with a meager attendance the teacher begins the weary task of "teaching out the free money." Many children do not enter until the beginning of the second, third or fourth week. Those present have not the necessary books; nor can these books be had of the local dealer, except after much delay. Children become idle and disorderly, parents grow discontent, and the school is foredoomed to failure. At the best, three weeks have passed before all the children are in school and any proper beginning has been made. "The schools run three weeks before they start." In North Carolina this is one-fourth the average school term, and costs the state \$175,000. Those who have an abundance may spend with less care, but in our poverty we cannot afford this unnecessary waste.

By a little forethought and a few days of work, the teacher may change all this and substitute success for failure.

As early as the latter part of the second week

before a school is to begin written or printed notice of the time and place of the opening should be made at every public place, and this notice should be repeated in all the churches and Sunday schools of the district. Notice should also be given that on Monday, Tuesday and Wednesday of the next week the teacher will be at the school-house to examine and classify the children, and all children should be urged to be present on one of these days, accompanied by parents, when possible, and bringing with them the books last used.

Before the children come for examination, the teacher, with the help of a committeeman and one or two of the larger boys and girls of the community, should put the school-house in order for their reception, cleaning and repairing house and grounds, and making the place into a fit home for the children during the next few months. The teacher should also get from the secretary of the committee a list of the names of all the children in the district and the register of the last session of the school, and should ask the local dealer to order a sufficient quantity of books for the children.

As the children are carefully examined and classified in each subject the teacher should give them cards showing the classes to which they are admitted and a list of books needed, urging them to be present on the first day of school, provided with books, slates, paper, etc., and ready to begin work at once.

Many children in the district will not come to the examinations. During the remainder of the week they should all be visited and urged to attend. Parents will give many excuses for keeping their children out of school a part or all of the term. But an earnest, tactful teacher can usually succeed in convincing and persuading them to let the children enter school. Her tact and good teaching must keep them there.

The committeeman, the local minister, or some influential citizen, man or woman, may always be had to help in this. These visits will also give a much needed opportunity to talk

with parents about the need of prompt and regular attendance, and to overcome many foolish errors and prejudices.

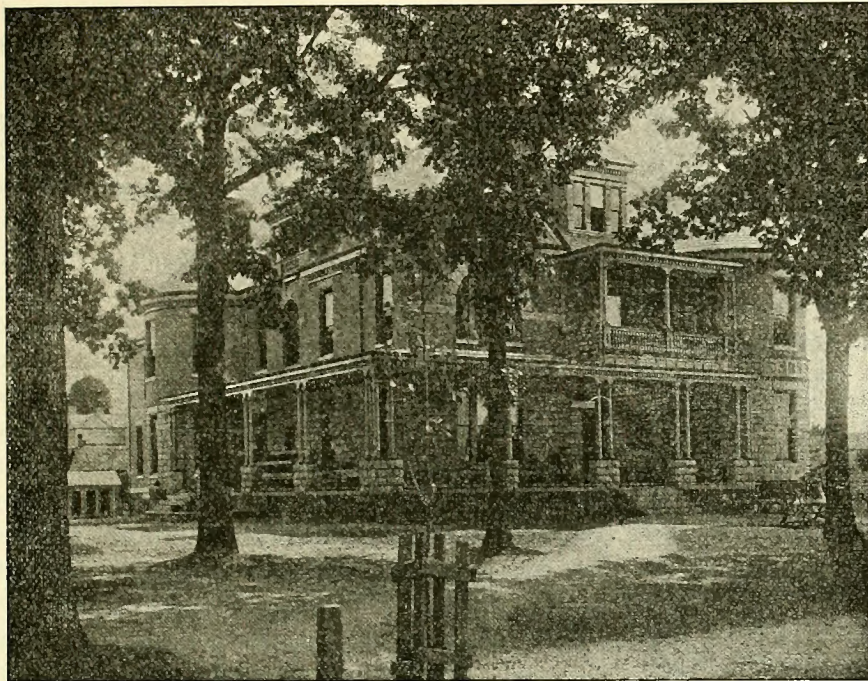
In most communities the teacher must do much of this missionary work, and it is as much a part of her duty as it is to teach well the children who attend. Schools are valueless to those who do not attend with some degree of regularity. There is much indifference and we have no kind of compulsion except the strong will and enthusiasm of the teacher. If there are children too poor to buy books and decent clothing, those who are able must be called on for aid. It is cheaper to supply books and clothing now than jails and poor-houses later.

The teacher who has followed the plan here outlined may expect to open school with a full attendance on the first day, the children supplied with books and ready to go to work without delay. The confidence of the people will have been gained. No time will be lost. The school will accomplish its purpose. That community will accomplish its purpose. That community will soon be converted to the great doctrine of popular education.

I would remind you that a good, live, energetic teacher is cheaper at \$35 or \$40 per month than a teacher who knows nothing of progress and real teaching, at \$15 per month. Pay your teachers more and demand more of them—then you will move forward.—Superintendent Mebane.

No promptings of charity, no feelings of mercy should ever have a particle of influence in keeping an inefficient person in the position of teacher.—President Halle, of the Chicago School Board.

Every new scientific truth must pass through three stages—first, men say it is not true; then they declare it hostile to religion; finally, they assert that every one has known it always.—Agassiz.



tion and individual effort. There is consequently a strong tendency to make our schools mechanical, adhering to the forms of education and neglecting its substance. Under a mechanical system the qualifications of the teacher are not enough insisted on; it requires only average intelligence to "tend" a text-book machine, yet everybody knows that the teacher is the one indispensable element in any system of education, and that the ordinary mind can only be developed by contact with another mind that is superior and has a sympathetic, stimulating influence.

Probably no schools in North Carolina have ever begun more auspiciously than have the public schools of High Point. The town itself is a progressive one, engaged largely in the manufacture of furniture and other wood-work. The people are thrifty and possessed of much public spirit.

After the school election last summer the committee was fortunate enough to secure on very reasonable terms the handsome building represented here, which they proceeded to remodel and furnish, until it is now one of the finest and most perfectly equipped public buildings in the state.

Superintendent Crowell has gone to work energetically, and the people are supporting him with enthusiasm. The school for white children was organized with nine grades, and nearly 80 per cent. of the school population have been enrolled. An excellent beginning has been made on a school library. THE JOURNAL wishes the High Point schools great success. They will, doubtless, be worth more to the town than all its manufacturing plants, of which it is so justly proud.

THE TEACHER VS. THE MACHINE TENDER.—We have a facility for being deceived by appearances, and to think that when we have set going a promising machine there is no need of inspec-

tion. Not only is it true that knowledge begets knowledge, but it is a maxim as old as the race that the strongest influence in life is an inspiring personality.—*Charles Dudley Warner on Education, in September Harper's.*

How the Temple Beautiful Was Robbed.—A Teacher's Story.

MISS M. W. HALIBURTON, NORMAL AND INDUSTRIAL COLLEGE.

There was once a temple so grand and wonderful that no one could build one like it. It had been built—long, long years ago—by giants who were strong and mighty and beautiful. These giants still worked at times in this temple, keeping it ready for those who came to worship there. They were nearly always silent—except two, who sometimes sang as they worked.

The great stone walls of this temple were painted in softest tints of pearly gray and green.

That cool, lovely green color was everywhere in the temple. It was in the many-hued carpets of purple and blue and brown; it was in the waving curtains of crimson and gold; it was under the slender candlesticks, graceful and golden; it draped the tall carved pillars of gray; it hung in

all the cool niches; it mantled all the stone altars.

Over all this was a great dome of wonderful blue and white.

One day this temple seemed more beautiful than ever before. Every now and then a little fairy flitted among the tall pillars, or sang among the green curtains a song of rapturous praise and gratitude. Then all was silent, except for the deep, low music throbbing far back in the temple from a great organ which played there always, and except for the slow footsteps of the giant, who sometimes sang as he stole between the tall gray columns, and shook out the curtains of green and red and gold.

How beautiful and grand and solemn it all was at that moment!

But just then there was the sound of many voices and feet, as a crowd of noisy young people came tramping and stumbling into the Temple Beautiful.

These young people had hammers and chisels, spades and trowels, knives and baskets. They seemed not to hear the low, soft rolling of the organ; they noticed not the swaying of the curtains or the shining of the great dome above. With hammer and chisel they cracked the great walls and green-mantled altars of stone, from which they scraped the dainty tints of pearly gray and green. With trowel and spade they tore up the soft carpet of purple and brown and blue. With knives and hatchets they hacked the wonderfully carved pillars so stately and tall. With ruthless hands they tore down the curtains of amber and crimson dyes, and broke the graceful candlesticks of gold.

Piling these into baskets, they stopped long enough to kill the little fairy who had returned to sing another sweet song of praise.

Then with heavy loads they went trooping away from the temple they had robbed, leaving the great organ playing on and on, pouring out grand, deep music which now sounded reproachful and sad. And towards night the beautiful giant who sometimes sang came back and sobbed and moaned aloud as he stole slowly between the tall pillars and shook out again the curtains of crimson and gold, now so trampled and torn.

Children, do you remember the ravine where we stayed so long last Saturday because it was all so beautiful? Do you remember what a good, long talk we had about the work we saw there of the sun and the wind, the frost and the running water, which for long, long years have been hollowing out and building up that lonely spot, so lovely that we decided to leave everything as it was, so others might enjoy it? Some of you thought the over-hanging rocks with the green and gray lichens, broken here and there by fern-draped niches, or fallen slabs mantled in mosses and liverworts, were the most beautiful things you saw. Some thought the deep purple of the asters and the paler blue of the gentians against the brown rich soil at our feet the fairest sight of all. Many said the tall trees, with their gray trunks and red and yellow leaves, were far more splendid than anything else. Others said the graceful sprays of golden rod were the prettiest objects they saw. One said the soft blue and white of the sky was the most wonderful, and another that the cascade-rolling its murmuring waters far back in the narrowest, shadiest part of the ravine, was worth everything else.

It was all very beautiful and solemn as we sat there for awhile quite still, listening to find if there were any sounds save the rolling of the waterfall, the sighing of the wind and the song of that dear little bird who sang so sweetly before he flew away. As I sat there with you it seemed to me that we were in a temple. The high stone cliffs were the walls; the fallen slabs were the altars; the asters and grasses made the carpet; the golden rods were the candlesticks; the tall trees rose like pillars, their many-colored leaves shaded us like curtains, and among them the wind sighed like a strong giant who can yet be gentle. The sound of the waterfall came to me like the rolling of an organ, and the cloud-dotted sky was like the great dome of a cathedral.

Once since then I saw a crowd of half-grown students there. I think they did not enjoy it as we did, for they did as I have told you in the story of "How the Temple Beautiful was Robbed."

Ignorance is the greatest curse. In the havoc it plays and has played there is nothing with which to compare it. It stands alone.—Rev. J. C. Troy.

With Andree.

[Frank L. Stanton, in Atlanta Constitution.]

Over the world with Andrée—
 Over the hills and the sea;
 We rise—we run
 In the face o' the sun
 And steer where the star-worlds be!
 For a wind-swept world is ours, and lo!
 We go the way that the storm-winds go
 To the silent city of snow.

Over the world with Andrée—
 With the gulls in their ocean flight;
 From lands of bloom
 To shores of gloom—
 From living light to night!
 To a land where the tombs of ages lie;
 Where voiceless castles kiss the sky—
 To a ghostly city of white.

What if we charm the secret
 From the Northland's icy breast,
 Or sink and die
 'Neath a hopeless sky,
 By never a death-knell blest?
 We shall know that we perish not in vain—
 We shall lie where the lovers of Truth have lain;
 There, as here, on our mother's breast!

Astronomy in Primary Classes.

MRS. P. C. PATTERSON, RALEIGH PUBLIC SCHOOLS.

We all know there are but few things a child observes so early in life, or which excite so many inquiries, as the sun, moon and stars. We teach even our babies to blow kisses to the moon. We remember ourselves as mere toddlers, not satisfied with seeing, but desiring possession; picking out and appropriating the brightest and prettiest stars for our own.

I feel that the readers of the NORTH CAROLINA JOURNAL OF EDUCATION are fully alive to the importance of this subject in our school-rooms. I wish merely to place before them an outline of our work among the very smallest children during the past year, hoping it may be fruitful of some suggestions to those just entering this particular field of nature study.

Our term opened the last of September. Glance up at the illuminated expanse above us and see if it is possible to have a more propitious season for a beginning. There are the Great Horse, two Bears,

Bull, Eagle, Chair, Wagon, Whale and Fish—names especially adapted to interest children.

The first step was made at noon one hot day with the question, "What makes it so warm?" Some child replied, "The sun." Just what I wished, to bring their thoughts to the sun. Then naturally followed, "Where is it? Does it shine in that south window? Does it shine in this north window? Let us go out and see where the sun itself is." Children must not be allowed to look at the sun with naked eye. It is best to use a thick umbrella, preferably of silk.

The sun appeared to them to be hanging directly over a gable of the school building. I had the children note this spot and remember it. They also noted where they were standing. This gave them a point from which to observe if the sun moved up or down during the following days. At least every tenth day we went out at noon to see if the sun was where we first saw it. The children saw that it went down farther and farther towards the south till just before Christmas, and then they observed it rise till the close of the term.

Also every day at twelve o'clock we measured with a yard-stick "how much sunshine we have" in our south window. It was more and more each day. We saw "just three days to Christmas" that the sunshine ceased to increase. After a few days we found we were losing sunshine each day until the close of the term. All this while we kept an accurate account of our gains and losses in inches.

Soon after making our first observation of the sun, to arouse interest in the moon, I read them some little poem about it, and wrote some quotation on the board for them to read or copy. I asked, "Who saw the moon last night? Where did you see it? How did it look?" I allowed those who had seen it to draw it on the board. This drawing induced others to look that night, that they might draw it next day. When I felt sure they had seen it, I let some of them cut out of bright yellow paper enough new moons to go around. I gave each child a card 5 x 6 inches, on which they pasted these moons, in the left-hand upper corner. I timed my first talk on the moon just when they would see it as new moon. I then asked different ones to tell me something of this moon. One child called it a little baby moon because it went to bed so soon. We at once accepted

the name. Another said it went to bed not long after the sun; another, "It is right over there near the sun." I selected some sentence from what had been told me, and wrote it on the board for them to copy just under the baby moon pasted on their card.

We followed this plan throughout our observations of the moon, from one phase to another, back to new moon again. I now found that they knew baby moon was in the west, near the sun, setting soon after it; that the half moon was overhead, having moved farther from the sun; that the full moon was opposite the sun and in the east. All our observations were made at 7 p. m.

By the time we had made a fair start in watching the moon, the pupils were asking questions about the stars as I had anticipated they would. We decided to try to learn something about them together. I related the story of some constellation that could easily be seen, as the Big Bear, drew it for them, and then let them draw it. I told them to see if they could find it up in the sky. Most of them found it the first night. They are eager to look for stars. I next gave each child seven little stars, and they pasted them on their cards, forming the Big Bear. These stars are not the conventional five pointed stars. Stars in the sky do not look five-pointed to children, but round, so I made my stars with a round punch, cutting about twenty-five at a time. I selected some sentence from what they told me of the story, or of how they found the constellation, or of some star in the cluster. This they wrote on the card.

It is surprising how much they found out. When we were looking for the Big Dog I told them Sirius was the largest star they would ever see. Next morning a little man said I was mistaken, for he had seen a much larger star in the east. Venus was then evening star. I had not intended touching on the planets in that year's course, thinking it best these observations should be made later. I had hoped they would not notice them. Perhaps I was wrong. Their young eyes were so keen that I was drawn into some work on planets to convince them they were not like other stars. They found, too, the motions of the stars which I had intended to put into the next year's work.

We had given fifteen minutes a day to these

lessons. At the close of the session my little folks, advanced first grade pupils, had learned by observation the following: The four cardinal points of the compass; that the sun moved southward until December 23d, and then northward; the phases of the moon and its position in each at sunset; and seven constellations—Big Bear, Little Bear, Chair, Orion, The V, Big Dog, and Seven Sisters, —with their mythological stories.

In our talks and discoveries we were brought more into touch with each other, and I believe we had more pleasure in that fifteen minutes than in any other fifteen minutes during the day.

There may be teachers, who, like myself, have a fair knowledge of astronomy gained from a textbook, but know no constellations in the heavens. This knowledge, which can be gained only by personal observations of the stars themselves, is absolutely necessary. If a teacher has this, she really needs very little knowledge of mathematical astronomy, and this necessary knowledge is easily acquired.

Fortunately for me, at the beginning of my course with my pupils, Mrs. Bowen's *Astronomy by Observation* was placed in my hands. Finding she so strongly urged working out under the stars, I ventured forth equipped only with a lantern and her book. By following her directions, I soon had the zodiacal constellations, after which it was easy to place others north or south of that line. I went out six nights, not consecutive ones; I learned twenty-seven constellations, eleven first magnitude stars, two planets, and watched the moon through her phases. With this basis I was willing to start to work with my little folks. Of course in watching with them I was continually making new discoveries, and I found that my month's preparation, followed up by systematic observations after the class had begun to watch, was sufficient for intelligent instruction in what proved to be an interesting course.

If I were asked to name one product of vice and crime that would soonest touch the hearts of all good people, I would say a neglected child. Give me the child and the state shall have the man. Every case of vagabondage has its root in some neglected child.—W. T. Harrison, U. S. Commissioner of Education.

When All Wild Things Lie Down to Sleep.

HELEN HUNT JACKSON.

"November woods are bare and still,
November days are clear and bright;
Each noon burns up the morning's chill,
The morning's snow is gone by night;
Each day my steps grow slow, grow light,
As through the woods I reverent creep,
Watching all things 'lie down to sleep.'

I never knew before what beds,
Fragrant to smell and soft to touch,
The forest sifts, and shapes and spreads;
I never knew before how much
Of human sound there is in such
Low tones as through the forest sweeps,
When all wild things 'lie down to sleep.'

Each day I find new coverlids
Tucked in and more sweet eyes shut tight;
Sometimes the viewless mother bids
Her ferns kneel down full in my sight;
I hear their chorus of 'good night,'
And half I smile and half I weep,
Listening while they 'lie down to sleep.'"

French and German in Elementary Classes.

PROF. WALTER D. TOY, UNIVERSITY OF NORTH CAROLINA.

In the October number of the journal, it was stated as the best judgment of competent authorities that children should begin the study of French or German at the age of ten. In schools which have a kindergarten, a profitable beginning may be made with children still younger. For such classes the methods about to be suggested may also be employed, with a constant tendency toward greater simplicity. One of the students at this university, a young lady, is now teaching German in this way to a number of little children in the village, ranging in age from four to seven years. She reports that the interest is good and the progress very encouraging.

And now a few words about the method. All this elementary teaching must be oral, and its success will depend almost entirely upon the manner of the teacher. Therefore it is essential to have the matter to be used perfectly under control. Doubtless those will succeed best who are able to converse at ease in German or French, but for the beginning now under consideration short sentences can be used with sufficient power

and naturalness by teachers who get their inspiration from books. The essential point is to make careful preparation, know definitely what is to be said, and, by one's own interest, inspire the pupils with interest. The exercise should never drag, and to this end the lessons should be short but frequent. There should be at least one lesson every day.

If the teacher be not perfectly sure of proper pronunciation he should get assistance from a competent person, and frequently consult written authorities. Of these latter, *Matzke's Primer of French Pronunciation*, New York, Henry Holt & Co., is to be recommended. Every teacher of French should have some such book upon his study table. For the pronunciation of German, assistance can be had from the grammars; but better still, from a good teacher or an educated German. We have taken for granted that the teacher is perfectly familiar with the laws of grammar.

The first lesson may begin with the names of a few familiar objects, such as the knife, the table, the hat, etc., and the thing must be shown when the name is given. Then very short, clear sentences may be made: *Voilà la table, voilà le couteau; das ist mein messer, das ist mein Hut, etc.* These must be made clear and familiar by spirited enunciation and much repetition.

If care be taken to select easy sounds at first, the children will imitate them without effort, and by degrees new words and new turns of expression can be introduced.

The teacher will generally need a guide, such as Sauveur's *Petites Causeries*, Bercy's *Livre des Enfants*, Keetel's *Child's First Book*, Chardenal's *Complete French Course*, Stern's *Studien und Plaudereien* (first series), Collar's *Eysenbach* (German Lessons).

No one of these books need be rigidly imitated, but from one or more of them may be selected material that suits the requirements of the class. It is worth while to repeat that here no long, complicated sentences are wanted. In the interest of the class the teacher will have a ready test of the correctness of his method. If any given

method of procedure fails, let it be dropped at once.

Let the beginning be simple. After the ice is broken, it will be easy to introduce more interesting exercises. Sometimes it will be found well to let the children recite in concert, and for this purpose short proverbs or very short, easy poems are good.

While care must be taken to avoid the appearance of giving theoretical rules of grammar, the oral lessons should proceed systematically. So it will be found useful to follow the order of some conversational grammar, such as Chardenal for French and Collar's Eysenbach for German. Such a guide will aid the teacher in proceeding regularly through the ordinary principles of the grammar, but the new points must be added naturally and without abruptness to the material already acquired. Strength will come from repetition.

As it is not always feasible to produce the objects about which to speak, simple pictures may be used to afford a starting point.

No attempt at reading should be made until the class is firmly grounded in the simple forms of conversation. With young children a whole year may be spent in purely oral exercises; with very young children, two years. When, finally, texts are introduced, they should be very simple, and oral lessons based on the text should be continued. For French we suggest: Hachette's *Illustrated French Primary Readers* (W. R. Jenkins, N. Y.), Joyner's *Contes de Fees* (D. C. Heath & Co.), *Mère Michel et Son Chat* (Henry Holt & Co.). For German: Grimm's *Kinder und Hausmärchen* (MacMillan), *Deutsche Fibel* (American Book Co.), *Des Kindes Erstes Buch* (W. R. Jenkins, N. Y.).

In attempting to follow such a plan as the one just given, the teacher must of course give play to his own individuality and to his particular needs.

It will be helpful if teachers who are conducting such classes will state their views and the result of their experience.

We reserve for a subsequent article the consideration of elementary classes composed of somewhat older pupils.

The Study of Poetry.

PROF. J. V. JOYNER, STATE NORMAL AND INDUSTRIAL COLLEGE.

"More life, and fuller, that I want."

In a former article I undertook to show that poetry from its very origin, history and nature, is closer to the childhood of the race and of the individual than prose, and that, therefore, it logically has a place in the earliest education of the child. In this article it is my purpose to discuss briefly the general value and mission of poetry and the necessity of the study of it in every period of life for the best development and highest happiness of man.

"More life, and fuller, that I want." "I came," said the divine Life-Giver, "that men might have life and have it more abundantly." The greatest storehouses of this life, this spiritual life, outside of the Bible, are the great poems of the world.

Poetry is the natural language of the soul. 'Tis born of the divine in man and appeals to the divine in man. The true poet is close to man's heart, close to nature's heart, close to God's heart. He is the best interpreter of his own inner life and of the inner life of man. 'Tis part of his holy mission to give voice to this inner life. 'Tis given unto him as unto no other to voice the yearnings and the longings, the joys and the sorrows, the hopes and the fears, the aspirations and the ambitions of humanity; to lift men with himself into a purer and a sweeter atmosphere, into a higher.

Having more of the divine in him than other men, and cultivating by continual exercise the diviner faculties of mind and soul until these overshadow the other faculties, the ideal poet logically has more of the divine attribute of prescience, and is indeed the seer of his age. With prophetic ken, he dips into the future farther, sometimes centuries farther, than the ordinary eye can see, "Sees the vision of the world, and all the wonder that will be." From a glowing heart he reveals to men, his brothers, "in thoughts that breathe and words that burn," the glorious visions that he sees, stimulating, comforting and

guiding them in their toilsome journey upward.

I believe that the careful study of civilization will reveal that the poet, more than any other man in his age, has ever stood upon the Alpine heights, holding before the entranced vision of the armies of his fellow men, toiling wearily below, his banner with its strange device, "Excelsior." A pillar of cloud for their guidance by day, a pillar of fire by night.

His should be and is "The light that never was on land or sea." His should be and is the power "to give to airy nothing a local habitation and a name."

Ay, "There are more things in Heaven and earth, Horatio, than are dreamt of in your philosophy." Many of these unseen things are glorious realities to the great poet, and his are the power and the mission of making them glorious realities to less favored mortals.

In a word, the poet has less of the earthy and more of the spiritual than any other man of his age, and his noblest mission is the spiritual redemption of man. I would have you understand spiritual here in its broadest sense, including, as Dr. Corson so well says, "the whole domain of the emotional, the susceptible or impressible, the sympathetic, the intuitive."

Not only is the poet closer to man's heart and the truest interpreter of the inner life of man, but he is also close to Nature's heart and the truest interpreter of the inner life of nature, close to God's heart and the truest interpreter of God in nature.

God has gloriously revealed himself in the book of direct inspiration which we call Holy Scripture, and scarcely less gloriously, though less directly and clearly, in the book of nature.

The two great interpreters of this book of nature are the scientist and the poet. By cold reasoning the scientist interprets the outer life of nature to the reason, and leads the intellect of man to look through nature up to reason's God. By intuition the poet pierces to the heart of nature, interprets her inner life to the spirit, and leads the soul of man to look through nature up

to the soul's God. 'Tis well for the glory of God in nature to be thus revealed to both the mind-side and the soul-side of man. But the poet is nature's favorite child and if she takes the scientist on her knees and tells to him her beautiful story, she presses the poet to her heart and sings to him her inmost secrets.

The Child as Teacher.*

PROF. W. L. POTEAT, WAKE FOREST COLLEGE.

And blind authority beating with his staff
The child that might have led him.

—Wordsworth: "The Prelude."

I purpose reversing the usual conditions. Let us, just for to-night set the child on the dias and the teacher below, put the teacher to school to the pupil. Let us with Rousseau, sit at the feet of infancy, and watch and learn. For such a course we have the highest of precedent. The college of apostles was put to school to a little boy in arms.

There has been, as you are aware, a new interest awakened in the child. Of course, from the beginning the child has always been interesting—that is, always interesting to the woman; and from the time that her superior insight and tenderness were able to impress her grosser and less penetrating mate, the child has been interesting to the father as well. But in later years this natural and universal interest has been quickened. We have learned at this late day to appreciate the essential beauty of nature unmarred by the touch of man; and so at last we have come to see the beauty of the child, which is the beauty of unperturbed nature. The new interest lies also in his happiness, his freedom from perplexity. He is healthful and happy in the midst of the disillusion and complaint of the modern world, and so let us love him.

Besides this sentimental, there is also a scientific interest in the child now-a-days, in which we may recognize two factors. The first you might

*Condensed from the stenographer's report of the president's annual address before the North Carolina Teacher's Assembly, June 16, 1897.

call archaeological. We have come to see that the child is an authentic specimen of man in his primitive state, and the primitiveness of the child makes him attractive and important.

The second factor is educational. The child has come to be studied with the practical purpose of determining how best to educate him. There is now a new science of which the child is the subject. It is called Paidology, or, more simply, Child Study. Child Study began where most things begin—in Boston—in 1879, under the lead of a woman.* And who should begin it but a woman? The first endeavor was to ascertain the actual contents of a number of children's minds. The results, published the next year in the *Princeton Review*, were made up largely of what the minds of children did *not* contain; for 33 per cent. of them had never seen a live chicken, 51 per cent. had never seen a robin. Even in Boston, not 30 per cent. of the children, who ate baked beans every Sunday, had ever seen the plant on which they grew, and one little girl answered that she supposed that a cow was as big as her thumb nail; another said as big as a cat's tail. That was the beginning. The next work undertaken was the detailed measurement of children, their statue and rate of growth. Then followed the study of exceptional or defective children. I may say that it was discovered that a great deal of what teachers had been calling dullness and stupidity was really to be accounted for by some natural defect which might or might not be corrected. For instance, in many cases, it was found that a dull child merely needed a front seat because he was near-sighted. In the best city wards of some countries it is now customary for physicians to subject the entire school to periodic examinations, and the book in which these records are kept is accessible to parents. Questions like these are asked: How about this child's complexion? How about his muscles? His eyes? Is his digestion good? And in all probability the advice will be to take the child to the country, or to the dentist, keep him at home a few weeks, or let the family physician prescribe for him.

*Mrs Quincy Shaw.

This scientific educational interest has spread very rapidly. In the congress held in Chicago in 1893 the child study movement was organized throughout the United States, and the American Association for the Study of Children was formed with Dr. Stanley Hall, leader of the movement, as president. It has been organized in the National Educational Association, and at the Buffalo meeting last year an effort was made to organize local circles throughout the country for the study of the individual child. I commend that to all the teachers who are here. I would commend it also to parents; for if we are going to train our children, it would certainly be well to know thoroughly the material upon which we are to work.

But I am to speak of the characteristics of the child and of the lessons which we in our maturity may learn from him.

1. The first child characteristic which one thinks of is *innocence*. In this composite idea there are two elements. The first one is purity. The child is pure. Now, I see some learned theologians here; they will not bother me, for I am not talking theology. But if they do say "total depravity," I say to them, "Of such is the Kingdom of Heaven," and leave them to solve the difficulty. Here is this childhood paradise of purity. We all soon get out of it some how or other. We are all driven out. You, with your solemn face, say sin drives us out. How do you know? You would better say you do not know. You remember Max Muller's beautiful "Story of a German Love?" About this very problem the author says: "Is it sin that changes the caterpillar to the chrysalis, and the chrysalis to the butterfly, and the butterfly to dust? Is it sin that changes the baby to the man, and the man to the hoary head, and the hoary head to dust? And what is dust? Let us say, we do not know."

But the child has that remarkable gift which Browning so beautifully describes:

God's gift of purity of soul
That will not take pollution, ermine-like
Armed from dishonor by its own soft snow.

Even when the child seems to be corrupt, he

carries with him this precious birthright. It is a beautiful picture Victor Hugo gives us of the street waif in Paris. If you should ask this great city, says he, "What is this?" she would say, "This is my little one." He goes on to say that he haunts the wine-shop, knows thieves, calls gay women *thou*, talks slang, sings obscene songs, but has no evil in his heart, because he carries with him this pearl of innocence, and pearls are not dissolved in mud. Unfortunately this is past us, as you know. All that remains to us is the privilege of recognizing and doing obeisance to it.

The other element in this innocence of childhood may be suggested, namely, ignorance. I know that a child does know a great many things that we do not give him credit for knowing. He is wiser than we think. Wordsworth says of him:

Mighty prophet! seer blest!
On whom those truths do rest
Which we are toiling all our lives to find.

I grant, nevertheless, that ignorance is characteristic of the child. There are many things he does not know, and which he makes no pretense of knowing. There is a lesson for us. We know too much in our day and time, teachers particularly. We have the temptation to which all specialists are subject, that of speaking with final authority on every question that arises in any way connected with our specialty. We know every thing and assume the airs of omniscience. Renan said it took him six years of hard labor to discover that his teachers were not infallible. I was glad to hear one of the teachers say to-day that we hardly know anything. Berthelot remarked years ago: "There is now no longer any mystery." And yet, no matter to what point of the horizon we direct our eyes there sits a silent sphinx. In the investigation of nature, the fundamental question in which we are most concerned is precisely the thing that escapes our grasp, just at the moment when we think we have it. These physicists have surely hit upon one of nature's prime secrets; they have got something at last in these X-rays. But ask one of them what the X-ray is, and he will tell you he does not know. If you ask

what life is, the biologist must confess that he does not know. Plato could have answered as well. "Behold we know not anything." The same problems which perplexed the ancient Greek mind are problems still, and I doubt very much if we shall advance very far beyond the point they reached in their solution. It will help us if we can learn from the child to say we do not know. The spread of science has been so rapid and marked, and the conquest of the realm of the unknown has been so vigorous, that one is afraid he will not be thought quite up with the times if he says he doesn't know. It has come to be a test of one's veracity, particularly of a teacher's, whether he can say, "I don't know."

2. Another child characteristic is simplicity. You understand by that term freedom from artificiality, freedom from insincerity, from duplicity—naturalness, in short. Man, as normally constituted, is a compound of feeling and intellect, of impulse and reason; but the result of his development in civilized life is to suppress the one side of his nature and to exalt the other at its expense. Very early in his history man acquired self-consciousness. I think theologians would call that crisis the fall. With self-consciousness he acquired the ability to look in on the operations of his own mind and to disturb with ulterior aims the natural and immediate promptings of his own spirit. He has put the impulses of his spirit under the constraint of his intellect, and the result is that civilization has come to be artificial and formal and mechanical. There has been a marked elaboration of life; it has got to be exceedingly complex; and, being complex, it is artificial and mechanical.

Artificiality is the weakness and menace of our civilization. I think the reason we have so few effective men and women is that there is too little of the savage in us. It has been educated out of us; we have got to be cultured and civilized and weak. In social life, for example, the manners—dear me, how formal our manners are! Take any little social event, or "social function," as it is called. You must wear a certain

kind of cot, whether you own one or not; you must do a certain way when you enter, the very speech you make when you leave is prescribed for you, and while you are there—I don't think I would lose, if I should lay a big wager for any conversation's lingering beyond ten minutes on any subject that might be raised. Everybody is so intent on making an impression that the mind cannot do its duty. The gentlemen cannot forget their ties and patent leathers, and the ladies examine now their belts and now the fluffy masses on their temples and foreheads, or occupy themselves with disposing to the best effect their self-conscious hands. And when, at last, the thing is over, you rush out into the wide expanse of the fresh, open air, and say, "Thank God, that's over with." Now, why should it not be pleasant for friends to meet? It was once the custom for it to be so.

And fashions—how artificial! They are not confined to women. We are all under the rule of this imperious authority, which is as deaf to the suggestions of nature, of common sense or of comfort as the dull cold ear of death.

Observe also the artificiality in religion. How formal and lifeless its public worship often is. Once in a little village on the Massachusetts coast, I went up a high green hill to see the sun set. It went down beyond the most beautiful stretches of water and a long low line of trees behind New Bedford.

The whole scene—sun and water and land—was transfigured in a glorious serenity. I—I was in heaven and talked with God. In the gathering dusk I heard the bells calling the people to worship in the village below. I went into a beautiful church which had been built there by a rich Bostonian. The functionary at the farther end, in a dress that no ordinary mortal wears, began to bow and turn about, and do this thing and that, and I felt the glow of the hill-top experience gradually die out of my heart. I felt chilled and indignant that anybody should intervene between me and the spirit world with genuflections and

prescribed formalities. I am afraid I went out disgusted and intolerant.

Here is another thing, public speech. Elocution has come to be a science. In rare cases it is serviceable, but in the hands of many persons it defeats its professed purpose and degenerates into a ridiculous farce.

These are some illustrations of the artificiality which limits and enervates our whole life; and I think it is time we teachers, who are in part responsible, were recognizing and seeking to correct it.

3. Another characteristic of the child which we ought to imitate is faith. I do not mean what preachers mean by the term, that is, belief. I mean a large and intimate familiarity with the invisible, with the world of spirit. A familiar stanza of the great *Ode* from which I have already quoted, sketches our melancholy loss of it with increasing years:

Heaven lies about us in our infancy!
 Shades of the prison house begin to close
 Upon the growing boy,
 But he beholds the light, and whence it flows,
 He sees it in his joy;
 The youth, who daily farther from the east
 Must travel, still is nature's priest,
 And by the vision splendid
 Is on his way attended;
 At length the man perceives it die away
 And fade into the light of common day.

The advance of science and the consequent development of our industrial life have stimulated the growth of the materialistic bias which is so marked a feature of the average man. Illustrations abound. I cite but one. There is a great clamor that education be practical; for is not this a practical age? In other words, man is first and last a bread-winner, and that reduced to its last analysis is, man is a stomach with certain accessory appendages. What a travesty upon human nature!

What is a man
 If the chief good and market of his time
 Be but to sleep and feed? a beast, no more.

4. Another characteristic of the child is play. Play is not what Herbert Spencer calls it, the overflow of surplus energy. It is rather the serious business of the child; and the meaning of in-

fancy is that the child may have time to play. Play is the work upon which he grows. And so, if we could learn of the child, we should play while we work. It would be better not only for the worker, but for the work. I doubt whether any man does his best work until he reaches, as one has said, a play interest in it.

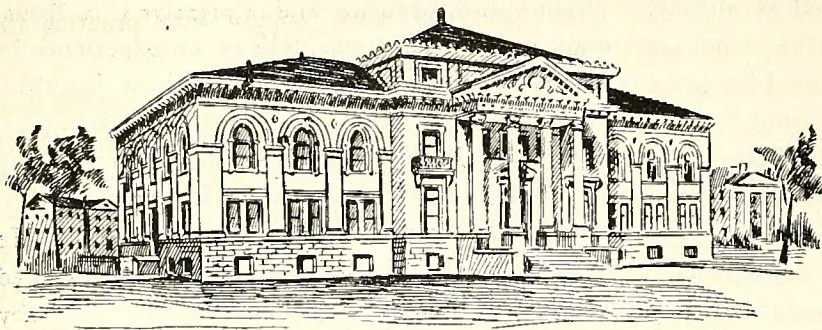
5. The last characteristic which I shall mention is originality. The child is original. It is a mistake to suppose that every generation starts upon the shoulders of its predecessor. Each child has to start afresh; he cannot inherit that thing of experience, or thought, or speech; but by the time he reaches maturity he has caught up with the race in the work which it has taken centuries to accomplish. But when that great achievement has been made he is found, alas! to have largely lost his individuality and to be of the type of men amongst whom he has grown—only one grain in the great democratic sand-heap of modern society. We lose our originality because of all the virtues, society likes conformity best. Custom is its patron saint. In politics, gross ridicule waits outside the party corral to beat back the first show of independent thought or action. If you dare express an opinion of your own, you are suspected, you are dangerous. It is time for teachers and all intelligent people who care for the future of our country to resist such domination and censorship of individual initiative. I am afraid our very systems of education are ingeniously contrived means for the suppression of intelligence and originality. Unless men were made in absolutely the same mould, with no peculiarities to distinguish them, what is the sense in putting them all through precisely the same course in precisely the same time? Men like Dickens and Tennyson and Darwin have rebelled against the system which was too narrow to meet their intellectual needs. A friend of mine told me the other day that on quitting Johns Hopkins University he resolved that he would go to work and educate himself!

Before education in the schools and contact with men have had time to swamp the child's ori-

ginality, how beautiful and impressive it is. Rousseau, in his *Confessions*, tells of an experience he had with an eleven-year-old girl—a beautiful child—an experience, like so many of his experiences, not altogether to his credit. The next day he met her on the stairs, and he felt a strange embarrassment and confusion come over him. He asked himself why it was that a man who had never felt fear of kings should be intimidated by a little child. I think I can explain that in part. One reason for it lies in this matter of purity, to which I have referred. Awe and reverence possess us in the presence of purity, like the awe I felt awhile ago as I looked at that glowing planet; such as one feels in the presence of any majesty or beauty in earth or sky. I felt the same thing in the presence of a little child the other day. There was a pair of great, calm, mysterious brown eyes, round which smiles played like Wordsworth's fringe of daffodils beside a deep lake. But more; our awe and embarrassment are due to our recognition of the child's originality and independence. His intuitions are swift and just, and you stand or fall before them on your merits. No allegiance to any regulation of "propriety," no forecasting of consequences intervenes to delay or to modify the verdict. An acute French historian has said that no consecrated absurdity could have survived in this world, if the man had not silenced the objection of the child.

Walter Pater tells of the destruction of an old Roman bridge at Auxerre—how the people, as they stood on the banks of the river were horrified when, as the rubbish was cleared away, the skeleton of a child was found at the heart of the central pier. The ancient builders thought that the presence of a child entombed alive in the masonry secured the safety of all who should pass over the bridge. If we could put a living child into the social structure which we are building, as a nucleus about which it should gather and form itself, we might at least take some steps toward that old-time paradise from which we are now so far wandered.

He who does most for others, does best for himself.



The Alumni Building at the University of North Carolina.

It is with unusual pleasure that we present in this number of the JOURNAL OF EDUCATION a picture of the Alumni Building soon to be erected on the campus at Chapel Hill. The description of the building, with an account of the movement for its erection, is taken from the University Record. The building is much needed, and it is a hopeful indication for the future of the university that it is to be paid for by the alumni and friends of the university. Every alumnus owes a debt to his alma mater which can never be paid in full, and he honors himself by recognizing this indebtedness. Among the alumni of this institution are not many men of great wealth; but by united effort they might endow the university with buildings and funds that would help much in the effort to accomplish more fully her great mission. There ought to be no difficulty in raising the remaining \$5,000 for this hall.

"At the alumni banquet during the celebration of the university centennial in 1895 it was resolved by the alumni present to erect on the campus a building of handsome and imposing architecture to mark the ending of the first century of the university's life and to stand as a perpetual memorial of the gratitude and affection of her sons.

"The building will serve not only as a stately memorial, but will also supply a pressing need of the university. The wonderful growth of the institution has made it almost impossible to provide a sufficient number of lecture rooms for the instructors, and has driven over two hundred

students into the village for living quarters.

"The building is modelled after the Boston public library, with an addition of a very beautiful and classic portico and façade. The materials to be used are granite and fine buff brick. It will be heated by steam and lighted by electricity.

"The basement will be occupied by the lecture rooms, store-houses and laboratories of the departments of physics and electrical engineering. The first and second floors by the administrative officers of the institution—presidents, registrars, bursars—and by all the lecture rooms.

"This will practically add a new dormitory building to the university; for, by withdrawing the lecture and recitation rooms from the present buildings, enough space will be gained to furnish rooms for eighty additional students.

"On the walls of the public reception room will be inscribed on tablets of bronze the names of all those who contribute to the erection of the building.

"The whole cost of the building has been fixed at \$25,000. About \$20,000 was subscribed in 1895 payable in five years in one-fifth installments. Two installments have been called for and there is in the hands of the treasurer about \$6,900. The board of trustees at their annual meeting in June decided to begin work on the building immediately. The following gentlemen were appointed a committee to take the matter in hand: Julian S. Carr, Richard H. Lewis, John Fries, Francis D. Winston, Locke Craige and President Alderman. Frank P. Milburn, of Charlotte, was selected as the architect and the design herein printed is the work of his hands. Mr. Milburn is a specialist in public buildings, and has made the Winston and Charlotte court-houses famous for stateliness and beauty.

"There is not enough in the treasury to build this needed building, even if all the money were paid in.

"Only a small fraction of the alumni and friends

of the university have contributed at all. The university with limited means is growing marvelously. It needs sorely the opportunity for expansion. The building would change the whole character of our life here for the better. Every friend and every alumnus of the university should co-operate in this movement by sending their subscriptions to the Hon. R. H. Battle, Raleigh, N. C., treasurer of the fund. Subscribers, if they desire, may pay the full amount at once.

"The university deserves this building at the hands of those whom she has helped to strength and fitness for living. And she will not ask in vain."

The Basis of Methods.

SUPT. E. P. MANGUM, WILSON, N. C.

"How must I teach this subject?" "What 'method' must I use?"

These questions come to us continually from the normal graduate, from the young teacher of short experience, and even from those who have grown old in the service.

Much has been said and written about "Methods of Teaching," and many of those who are still seeking for the truth have read and studied the theories and suggestions of learned educators, but all, seemingly, to little purpose. The subject of "methods" is a much abused one. No man can give me a method for teaching my individual pupils which I can follow word for word and step by step. His plans, however well laid, can be only suggestive to me, and from his suggestions I must take those points suited to my work, and omit all else. Otherwise, I do violence to the author of the "method," to myself, and to my pupils. This is true for every teacher.

It is not the purpose of this paper to decry the study of methods, but rather to offer one or two suggestions which will enable all earnest teachers to adapt their study of methods to their ac-

tual everyday work; to put into practice that which they read.

There are two fundamental qualifications which the successful teacher must possess; first, he must know thoroughly what he teaches; secondly he must know how to use what he knows so skilfully as to make it an instrument of intellectual culture. Simple as these statements may appear, they must be subjects of constant study by the true teacher.

The experienced teacher knows well that many factors enter into the education of a child. He knows that all the forces that play upon the child mould his plastic mind, and that those are the most potent which result in most training. He knows that within himself and through his his efforts many of these forces must have their origin, and he desires to know how he may so manage that the forces which emanate from himself may be the most potent in the proper development of the minds before him.

First, then, teachers must be "all-time students." No teacher ever reaches the point where he can put aside his text-books and rely upon the knowledge he already possesses. No lesson or subject is complete in itself. The need of correlation of studies and subjects is not disputed, and this correlation the teacher must know how to secure. Again, he cannot afford to consider the subject from his own standpoint alone. He must study to bring himself down, *or up*, to the plane of the child, and force himself to look at the matter as it presents itself to the child. He must be able to cut loose from the text-book and face his pupils with the power of full preparation, his mind, as well as his hands, unincumbered, ready to throw his whole vitality and personality into the lesson.

The Germans hold that no one is fitted to teach who cannot instruct his class at least as well without the text-book as with it in his hands. This power can be acquired only by constant, careful study of each day's work before going before your class.

In the second place, it is necessary to know the

pupil who is to be taught. The study of mere theories has given place to the more important study of the child's mind. Over and above all natural qualifications the teacher needs to have studied the nature of the child until he understands the progressive development of the faculties at different ages sufficiently well to adapt his instruction to the capabilities of the minds of his pupils.

A pilot must know the nature of his craft as well as the waters in which he is to sail. All children have not the same degree of mental development, even though they may be in the same class; the manner in which you explain to one may serve to confuse another. Study, therefore, to know your pupils, the natural tendencies of their minds, their daily environment and its educational effect. Seek for that which you must overcome or help on in each child.

Know your subjects and your pupils, and you will then be the better able to adapt and put into practice the "methods" suggested by your study, and you will be the more sure of seeing that steady development which is the joy and reward of the conscientious teacher.

An Out-Door Lesson.

MISS FLORENCE W. SLATER, CORNELL UNIVERSITY.

"Now children we are going collecting." The announcement is as good as a thunder storm, it never fails to drive away the clouds. Crossness, drowsiness, discontents vanish like magic.

The older children hurry after their tin collecting boxes and cyanide bottles, while the little folks run for the collecting nets.

Before we get well out of doors there is something to look at. To-day it is the doodle-bugs, who are making a little village in the sand near the school house steps. We quietly sit down and eagerly watch these curious little creatures. On one side a clumsy little black fellow, about the size of an ant, is coming toward us. Every few steps he stops and raises his long, flat head as if he wished to survey the landscape. Pres-

ently he quickens his steps, his whole person assumes an important air; he has found a spot that suits him, he is ready to begin the building of his future home.

First, he marks out a circle about two inches in diameter, then with might and main he begins the excavating. We see now the use of his large flat head, which seemed so awkward in walking. It serves the purpose of a shovel; with it he scoops up the sand, and then with a quick backward jerk he throws it quite a distance out of the way. How he works! Beginning at the circumference he goes around and around until at last he reaches the center. Leaving him now, we turn our attention to his brother, who has finished his home some time ago and is safely hid at the bottom of the pit. A nice fat ant comes along, struggling under the weight of a beetle's wing he is carrying home for dinner. But it is destined never to get there, for he or rather she—for among the ants the females do all the work—falls into the pit, heels over head.

Up jumps the sly doodle-bug, or ant-lion, as we must now call him, for that is his real name, and grabs the poor ant with his large scythe-shaped mandibles. We expect to see the ant chewed up, but instead she is gently squeezed. The body gets smaller and smaller under the pressure until there is nothing left but the empty skin, which the ant-lion throws away. We pick up the ant-lion to see how he did it and, to our surprise, find that he has no real mouth, but only a tiny hole in the end of each mandible, through which the juices of the ant's body were drawn into his stomach.

We have seen as much of the ant-lion as we wish to-day. So we dig up several of them with their homes and put them in boxes in the school-house where we hope to watch for their development. We know that when the ant-lion is grown very curious things happen to him.

First he decides to take a long nap. So, to protect himself from the birds and other animals, he covers his whole body with grains of sand, cementing them with a sticky fluid. The nap

lasts two weeks or more, and when he wakes, he has changed so that I am sure his old friends would not recognize him; for he has come out of his sandy cocoon with four beautiful, gauzy wing, and with such a dainty appetite that no one has ever seen him take a morsel. It is commonly reported that he cannot eat; for when he left his old skin behind he forgot his mandibles.

We seem to have luck in meeting with lions this afternoon. There is another, a different kind, on the leaf of the buckwheat vine. This is the aphid-lion, he clearly resembles his cousin, the ant-lion, but he passes ants by without noticing them, and gives his entire attention to the little, fat, juicy aphides. He is having quite a feast; for the leaves and stems of the buckwheat are covered with aphides, light-green, pear-shaped insects. The largest are not so large as a green pea. Aren't they ridiculous looking; standing, most of them, on their heads, their beaks thrust into the soft tissue of the leaf. There are a good many ants there, too, and they seem to be patting the aphides gently on the back with their long antennae, and at first we wonder why; but soon we see an aphid emit from the end of his body a drop of delicious honey, which the ant eats with the greatest satisfaction.

A great German scientist says the honey is emitted from the end of the alimentary canal, but it is generally supposed to come from two little tubes which can be clearly seen standing erect on the posterior portion of the back. Wherever it comes from, it is very good; and the ants are not the only ones who enjoy it, for the Indians spread cloths under the tree to catch the honey dew, which soon hardens into a very sweet sugar.

But the aphides, or plant-lice, as they are sometimes called, are looked upon as the special property of the ants; for the ants take as good care of them as men do of their cows, so they are often spoken of as the ants' cows. They frequently build sheds of dried mud over them to protect them from the sun and storms. In the

fall both aphides and their eggs are taken to the ants' nests and carefully tended all winter, and in the following spring are tenderly carried back to the pastures.

When Mrs. Aphis is rearing her family, she usually lives in little tent-like houses made of the upper skin of the leaf. If you look on the under side of the leaf you will see numbers of tiny holes. Each one is the door of the tent above it, where the snug little family lives. Could a fairy queen find a more beautiful house, or one more strongly fortified against all enemies?

Prof. Henry Comstock, of Cornell University, has made many interesting discoveries about the aphides. Among other things he found that just as soon as a plant becomes completely covered by aphides, a brood is hatched with wings and they fly to another plant, starting a new colony. Their children are all wingless until that plant has become covered, when, as before, a brood with wings is born. From a certain plant Prof. Comstock continued to remove aphides all summer so the plant never became covered, and not a wingless aphid was hatched on that plant. Another plant he kept covered, and brood after brood of winged aphides was hatched. This shows that the hatching of the winged aphides is not periodical. Whether it is voluntary or not remains to be proved.

While we have been watching the ants' cows, the aphid-lion has been making good use of his time, for scarcely a single aphid is left on the leaf. He is a fearfully greedy lion, he would devour his brothers and sisters if his mother did not take particular pains to protect them.

His mother is a most exquisite, dainty creature, with four gauze wings of the most delicate shade of green. Her eyes look like molten gold, and she is often called "golden eye." The cocoon out of which she came looks like a rare pearl dropped on the leaf. But if you look closely you will see that it has a dainty little lid thrown back from the top.

This beautiful mother places her eggs on the top of slender foot-stalks. This elevation pro-

fects them from each other and all crawling insects. Isn't it wonderful to see an insect mother carefully providing for the protection of children whom she will never know?

Now the sun is warning us that we must return; so we will call together the little ones who have been chasing butterflies and dragon flies, and take our specimens back to the school room to be mounted and put in our natural history collection.

Weather Charts for Second and Third Grades.

MISS M. W. HALIBURTON, NORMAL AND INDUSTRIAL COLLEGE.

By the time children have reached the second and third grades they are ready for a more complicated chart and more individual work than was indicated in my previous article for children of the first grade.

In these grades a better time for making the record is at noon. The day's weather is more settled then than it is earlier in the morning, and, therefore, observations taken at this hour give a better basis for that comparison which should distinguish the work of older children.

The chart on the blackboard now consists of fourteen columns.

Day.	Date.	Temper- ature	Direction of Wind.	Dew or Frost.	Cloudi- ness or Fogs.	Rain— Amount of Fall.	Snow.	Sun Rises.	Sun Sets.	Moon's Phases.	Moon Rises.	Moon Sets.	Stars.
Monday.													
Tuesday.													
Wednesday.													
Thursday.													
Friday.													
Saturday.													
W'kly sum'ry.													

In the second grade children are able to do some individual work in this chart-making, though not to the extent that those of the third grade should attempt. One pupil should be selected to do the work of filling out the chart on the board every day for an entire week. Having been taught with the others to read the ther-

mometer, he is sent out at the selected hour to see just what it registers. This he records in the proper column, filling out other columns *in answer to the teacher's questions*. Being aware of the close criticism of his classmates, he will do his work with care and thought, for he knows they have been making the same observations she has made, and that if he makes a misstatement, many little hands will be raised to announce the fact that his record does not agree with their observations. The next week some other pupil who has been particularly observant takes this place, and so on until the chart for the month is completed.

When the chart is completed it should be copied and kept for comparison with the records to be made during the succeeding months. In the third grade the same thing is done, with some difference. The boy who has been out to read the thermometer writes the degree of temperature and then stands waiting until each pupil has filled out in blank books ruled for this purpose all the columns according to his individual judgment, no copying being done except of the figures indicating the temperature and those indicating the exact time of the rising and setting of the sun and moon. These last may be given by the teacher from a good almanac. The chil-

dren make their own calculations of the lengthening or shortening of the days. After the books are closed the boy at the board records there his observations, knowing nothing of what the others have written in their books. As an orderly little arrangement, the boy, before returning to his seat, collects and puts aside

the books to be distributed again the next day.

At the end of the month each child will have his own record. He may compare it with those of other children and see in what respects it differs from them. At the end of each week the chart on the board should be copied on a sheet of strong manilla paper. If these are nailed at the top between two thin slats, they can be hung upon the wall and turned as needed, much as a reading chart is used.

Much of the geography of the second grade may be centered around this chart just as in the first grade. In that grade the child has learned the direction of the winds, but now you expect more of him; you wish him to have some idea, based on his own observations, as to which wind accompanies the cold, the snow or the rain.

In order to lead the child to discover the cause of the effects he observes, simple experiments as well as awakening questions will be needed, the preparation of which will require some study. Do not wait for a snowy or a rainy day to hit upon the best way to give a lesson on snow or rain. Unless you have been teaching little children a long while, you would better prepare questions, experiments and illustrations before hand, so as to be quite ready when the state of the weather makes appropriate the lesson you have prepared.

This use of the weather chart in the third grade forms an admirable introduction to the study of meteorology.

Drawing.

MISS NETTIE M. BEMIS, DURHAM PUBLIC SCHOOLS.

[We regret that this article came too late for the excellent illustrative drawings accompanying it, done by pupils in the Durham schools, to be reproduced in this number of the JOURNAL.—EDS.]

During the autumn months there is an abundance of interesting material for the drawing teacher on every hand. Leaves, grasses, sprays, fruits and seed pods are easily obtained.

The primary grades while studying the sphere

may draw apples, peaches and pumpkins; they appeal to us through color, taste and associations. Leaves and grasses may be drawn with pencil, charcoal or brush. If placed in some geometric figure, as an oblong, simple lessons in arrangement can be given.

Hold a spray naturally and note the wonderful laws of growth; the union of stem with branch and the curve of the mid-rib; the place of the leaves on the stem and the decrease in size of stem towards the end of branch. Some of the leaves turn back, some forward, some upward and some downward, as if governed by a "gentle law of respect and room for each other." Very few leaves will be found directly facing; all are more or less turned, and the difference in appearance must be carefully studied and expressed.

Place sprays or branches at a little distance from pupils and small details will not be seen. Pay little attention to the veins and notches on the margins of leaves. Consider thoughtfully the effect of the whole.

A branch with fruit and leaves hung on wall or blackboard will prove an interesting study in all grades. If an apple branch is selected, read from John Burroughs' essay on "The Apple," or "Wild Apples," by Thoreau. Do not let poor work at first discourage one. Try to help pupils to see and feel the growth and beauty of the branch and they will express it in their drawing.

Milkweed pods are familiar to all and are very attractive. The delicate, airy seeds, "ballooning seeds" they are called in "Sharp Eyes," cruise about over the fields and villages in the autumn, as the dandelion balls of May and the thistle-down of summer have done. Their travels would be worth recording.

Elementary Arithmetic.

PHILANDER P. CLAXTON.

In these short articles, to be continued in several numbers of the JOURNAL OF EDUCATION, will be given a brief outline of the essential elements of arithmetic, their logical order and some true

pedagogical method of presenting them to the child.

All arithmetic is only a matter of counting, backward or forward. All problems may be solved by the long and slow process of counting by ones. All operations of addition, subtraction, comparison, multiplication, division, ratio and fractional parts are only shorter processes of this counting, and all tables serve only to give the facts necessary to be known in order that the shorter processes may be used. The names of numbers mean little or nothing to children until they have had much experience in counting, seeing and handling numbers to one hundred at least. Until these names have a meaning, corresponding to a real mental content which may be readily and clearly realized and easily held in consciousness, all arithmetical operations, principles and rules are a mere juggling with figures or an unintelligible combination of empty sounds, void of permanent educational or practical value. Arithmetic deals with number and number relations, and good number concepts are its essential elements. These cannot be gained from books or teachers, nor from a little perfunctory counting of small numbers of marks and dots on a blackboard.

Every teacher of small children in city or town schools knows the advantage in children who enter their classes, even when their time in school has been much less than that of their classmates of the city. This is because the country child has counted, over and over again, his father's pigs, sheep, cattle, horses and farming utensils; his mother's chickens, geese and ducks; the trees in the yard, the fruit trees in the orchards, the apples or nuts in a basket, the rows of cotton or corn in the field, and the panels of fence. He has measured by inches, feet and yards. He knows miles and acres; quarts, pints and gallons; pecks and bushels. He has estimated the weight of bags of cotton and of fat hogs. In this way he has made the necessary first step in arithmetic.

The lesson to the teacher is plain. If children

have not this knowledge, let the arithmetic work of the first weeks or months in school be as much like this as possible. Let the children count objects in the school room, on the grounds, in the fields and woods, at home, everywhere, until they can count a few hundreds with ease, and have gained distinct and lasting number concepts. Also, let them measure and weigh till the ordinary units of measure and weight are thoroughly known. Let them find sums and differences of numbers of real objects by counting. In the same way let them divide smaller numbers into equal groups and put the groups together again.

Do not attempt written or oral arithmetic nor the usual learning of tables until a sufficient amount of this work has been done by the children. It will be, as it so frequently is, a waste of time and breath.

Primary Reading and Spelling.

EDWARD MOSES, WINTHROP NORMAL COLLEGE, ROCK HILL, S. C.

The United States Commissioner of Education has recently reported that sixty-nine per cent. of all the millions of pupils in the public schools of this country are enrolled in the first three years of work. As most of the time and money devoted to the instruction of these children is properly spent in teaching them the three R's, the question as to how these branches should be taught so as to yield the best results in this short period of time seems to me to overshadow all other questions of school interest.

In casting about for the best method of teaching any subject we are entirely safe, if, perchance, we may discover and adopt the mode in which that subject was learned by the race. There is no surer touch-stone of the value or worthlessness of any method of instruction than this.

I invite the careful study of the following from De Garmo's *Herbart and Herbartians*, p. 111-112, (quoted from Rein) with reference to

its application to the teaching of reading and spelling:

"We find that this idea of the analogy between the individual and general development of humanity is a common possession of the best and most noted intellects. It appears, for example, in the works of the literary heroes Lessing, Herder, Goethe and Schiller; with the philosophers Kant, Fichte, Schelling, Hegel, Comte; with the theologians, Clement of Alexandria, Augustine, Schleiermacher; with the Darwinists, Huxley and Spencer; with the classical philologists, F. A. Wolf, Niethammer, Dissen, Liibker; with the educators, Rousseau, Pestalozzi, Froebel, Diesterweg, Herbart, Ziller and others."

"From the large number of voices let us select but two, Goethe and Kant. The former said, 'Although the world in general advances, the youth must always start again from the beginning and, as an individual, traverse the epochs of the world's culture. The latter points out that the education of the individual should imitate the culture of mankind in general as developed in its various generations.'"

The vital question then arises: How did man learn to spell and to read words by the use of letters? The answer is not far to seek.

1. The word to be written was separated into its elementary sounds.
2. The characters (letters) for the sounds were written, one by one, in the order of sounds (spelling).
3. The sounds were given at the sight of words already written (reading).

It is not surprising that good people who are not at all interested in the history of education, and think there is nothing better than the conning of ā-bē, āb, and ē-bē, ěb, and later, ěm-ā-ěn, mǎn, and sē-ā-tē, cǎt, should speak of the phonic method as a new way of teaching reading, but it is astounding to note the error as to the origin of phonic practice and teaching into which some American educationists of world-wide reputation have unwittingly fallen.

Col. Parker has gravely asserted that the phonic method "had its origin in some of the earnest minds that worked contemporaneously with Martin Luther" and Dr. G. Stanley Hall has recently declared with a blaze of pyrotechnics that the phonic method "came in with the gorgeous and profuse scenery of philosophy"—whenever that was. With all due respect to these distinguished gentlemen, I beg to insist that, despite Dr. Hall's brilliant incertitude, the chronology of both needs radical revision.

The phonic method of spelling, if it ever "came in with" anything, came in with the first word ever written with letters by man, and the phonic reading of the word had its birth in the reading of the first word ever read. Just as soon as men learned that syllables of spoken words could be separated into elementary sounds, and had fixed upon certain arbitrary characters (letters) to represent those sounds, men wrote and read by the phonic method and by that method alone. It would have been absolutely impossible for the forms of written words to have been fixed in any other way. These forms were not fixed by drawing letters indiscriminately out of a hat, even if we persist in teaching children as if the letters for each word were decided upon in that fashion.

It seems altogether reasonable to believe that the word method and the alphabetic methods were the resort in the first instance, though not now, of slothful and incompetent persons who essayed to teach. Slothful teachers were not long in discovering that it was much easier to speak the names of the consonants than to give their sounds. Incompetent teachers found, as soon as the vowels lost their "original unitary sounds" (to borrow Whitney's phrase) that they could teach after a fashion, without exposing their own ignorance, words which they did not know how to pronounce by insisting invariably upon the name of a vowel, which is constant, instead of the sound of the vowel, which is variable—a shrewd device for any teacher now who is unwilling to go to the trouble to find out the

correct pronunciation of the words he is paid to teach.

Candor compels me to say that teachers of to-day who ignore the phonic method in teaching are following in the wake of almost all the English and American educationists, and are, therefore, in no wise to blame. The fault lies with the leaders, and no general reform may be hoped for until confidence in these blind guides is shaken, and the precepts and practices of Comenius and Pestalozzi and Froebel are heard and followed.

Let us look at some of the statements of these pedagogical English bards and Scotch reviewers, who would bind upon the backs of our little lambs the heaviest of burdens—the cruel and impossible and altogether useless task of loading the little child's memory with the unsightly forms of every English word he has occasion to write.

"The training of the eye by careful observation of the forms of words is essential to the learning of spelling." Landon: *Teaching and Class Management*, p. 279.

"Since spelling has reference to the forms of words, the eye of the learner should be familiar with these forms from having repeatedly observed them before he can reasonably be asked to reproduce them in writing." Currie: *Common School Education*, p. 283.

"To the child the word *mat*, though a little easier than *through*, is just as arbitrary. He receives them both on your authority. . . It is to be borne in mind that spelling is a matter for the eye, not the ear." Fitch: *Lectures on Teaching*, p. 192.

"What changes are made [in spelling] will certainly not be made in view of making spelling easier for children." Matthew Arnold: *Report on Elementary Schools*.

Listening to the voices on this side the Atlantic, we hear the same old doleful song:

"In order to know how a word looks, we must *see* it; and the best means of *seeing* a form is to draw it; therefore, drawing or copying words is

the best means of receiving distinct mental impressions of written words. . . . The most natural and economical way of learning to spell is to write words until we can write them automatically." Parker: *Talks on Teaching*, p. 71-72.

"What are we asking a child to do when we ask him to spell? To hold the picture of the word in his mind so exactly that he can reproduce the form in writing. . . Spelling involves power to recognize and remember forms. This power can be gained only by observing forms." Miss Sarah Arnold: *Waymarks for Teachers*, p. 177.

"The correct form of words is learned by observation and practice. . . . Write a word or sentence upon the board, ask the children to look at it carefully, then to write it without looking at the copy." Prince: *Courses and Methods*, p. 74.

"Spelling is a purely mechanical drill, and we have got to *hammer it in* as early as possible." G. Stanley Hall (the reputed father of the gentle science of paidology) in *New York School Journal*, Oct. 9, 1897. The italics are mine.

I regret that I am unable, for want of space, to review specifically each of the utterances quoted above. I must content myself with suggesting that if the genesis of knowledge in the child should really follow the course of the genesis of knowledge in the race, these English, Scotch and American writers on methods of teachings, spelling and reading are fundamentally and thoroughly wrong, and that the practices which they advocate should be abandoned by all our teachers for the far better method so generally in vogue in Continental Europe.

It would be wrong for me to leave the impression that all English writers on education are in error on this point. Joseph Payne, in his noble posthumous work, "*A visit to German School*," pleads strenuously for a reform in accordance with the German system, and Herbert Spencer has spoken boldly on the subject: "The mistress of a dame-school can hear spelling les-

sons. . . . but to teach spelling rightly by using the powers of the letters instead of their names. . . . a modicum of understanding is needful. . . . Knowing so little as we yet do of psychology, and ignorant as our teachers are of that little, what chance has a system which requires psychology for its basis?" Education, p. 116.

Is it not high time for a change? For an answer, I point to Dr. J. M. Rice's reports in the Forum on his examination in spelling of 33,000 pupils in schools of the North and West, to the testimony of the Civil Service Commissioners, and to the recent declaration of Dr. A. F. Nightingale, superintendent of the high schools of Chicago, that no more than twenty-five per cent. of the pupils who enter the high schools can spell correctly ten words selected from the first reader of the six-year-old child.

[To be continued.]

As every father owes a duty to his son, so each generation owes a debt to the succeeding generation. It is a duty resting upon the state, the present generation, to educate its children, the succeeding generation. The duty is a function; and arises from the state as an association of people for the advancement of every man and woman in the association. The state owes no particular duty to any particular individual, but it owes the best it can do for every individual. * * Every child above twelve years of age will, within ten years, become a citizen of the state—a member of the association for civilization—and it is for the interest of every one who may be alive ten years hence to see that the child of to-day is developed to the fullest extent and in the wisest way possible. The general public, the matter of "may do," but one of "must do."

By educating a child you do not benefit the parent. So a man's duty in no wise depends upon the question whether he has children or not. It is the duty of the parent in the first place to furnish education for his children; but,

if he be negligent of this, it is not right that the children should suffer for it. * * *

Every child that becomes a citizen will wield an influence, greater or less, upon the affairs of the whole state, so every citizen, present and prospective, is interested in the right development of that child. * * *

The childless man can not claim that he has no interest in the school and should not be taxed. Existence—the mere fact of living—puts upon him a number of obligations, and as a citizen of the state—a member of society—not the least of these obligations is to help place the next generation on a higher plane than his own. —R. H. Griffith, in the Baptist Courier.

School Libraries.

No part of the equipment of a school is more necessary than a small collection of good books for general reading. Fifty or seventy-five volumes of the very best books for this purpose, well printed on good paper and strongly bound in manilla, boards or linen, may be had for only a few dollars; and no money spent on the school will yield a better return. A taste for good literature and an acquaintance with a few of the world's best books will prove to be more potent and enduring in the life and culture of the children and the future men and women than all the lessons in arithmetic, geography, Latin and other subjects of the usual school course.

Of course, children should be permitted and encouraged to take these books to their homes and to read them there. In this way other members of the family, older brothers and sisters and the father and mother, will frequently derive as much profit and pleasure as the child itself. Especially is this true in the country, where most homes possess few books.

Committeemen will do well to spend a small part of the school fund, five or ten dollars, for each school room, in this way every year. This amount may often be increased by giving some simple entertainment and charging a small admission fee. Almost every community has one or more citizens

of public spirit, who will give a small amount for this purpose, if properly approached.

It is not our purpose here to make out any lists of books, but we wish to call attention to some very valuable series which may be had cheap: *Children's Classics*, Ginn & Co., Boston; *Riverside Literature Series*, Houghton, Mifflin & Co., Boston; *English Classics*, Maynard, Merrill & Co., New York; *Eclectic School Readings*, American Book Co., New York; *Classics for Home and School*, Lee & Shepard, Boston, and the *Standard Literature Series* (advertised on the second page of this JOURNAL), University Publishing Co., New York. These series contain from 20 to 175 books each, the average cost of the books being less than 20 cents. If they can not be had in any other way, any teacher will find it a paying investment who will purchase with her own money a few of these books and lend them to the children. For most country and village schools the *Standard Literature Series*, the 25 books of which may be had for about \$3.00, will probably be found as valuable as any.

Natural science is now occupying a more and more important place in education, and I hope that my children at least, if not myself, will live to see the day when ignorance of the primary laws and facts of science will be looked upon as a defect only second to ignorance of the primary laws of religion and morality.

Above all things, let my pupil have preserved the freshness and vigor of youth in his mind as well as in his body. The educational abomination of desolation of the present day is the stimulation of young people to work at high pressure by incessant competitive examinations.

The first mere word with which the child satisfies himself, the first thing he learns on the authority of another, ruins his judgment. Long must he shine in the eyes of unthinking people before he can repair such an injury to himself.

Children should be led to make their own investigations, and draw their own inferences. They should be *told* as little as possible, and induced to *discover* as much as possible.

In no department of public or private works is there such vital necessity for a perfect system of hygiene, as in the planning, construction, drainage and ventilation of our school buildings. At no time in our lives are we so susceptible to disease as in our school days.

Morals should be taught in public schools. Punctuality, orderliness, love of truth, self-direction and charity are moral principles which should be inculcated in the mind of the pupil that he may retain them when he has passed out of school.

The principle, "Ideas Before Words," require that the child's experience and observation should be made the basis from which to start, and that ideas should never be taught merely for the sake of illustrating the meaning of words.

The great end of life, after all, is not to think, but to act, not to be learned, but to be good and noble.

Local History for North Carolina.

A LIST OF TOPICS WITH REFERENCES, PREPARED BY THE
UNIVERSITY SUMMER SCHOOL.

FIRST AND SECOND GRADES.

Indians, with special reference to those of North Carolina—the Tuscaroras, the Cherokees and the Catawbias; stories from Hiawatha.

Consult Hawkes', Martin's and Lawson's North Carolina History, vols. I. and II.

THIRD GRADE.

Raleigh's attempt at settlement; the Albemarle settlement; Governor Drummond.

Hawkes' North Carolina History.

Wiley's North Carolina Reader.

FOURTH GRADE.

Resistance to the Stamp Act on the Cape Fear River; Dispute about the Boundary line; Black Beard.

Martin's North Carolina History.

Wiley's North Carolina Reader.

Lives of the Pirates.

FIFTH GRADE.

Alamance; the Mecklenburg Declaration; Moore's Creek; King's Mountain; Ramseur's Mill; Guilford Court House; Richard Caswell, William R. Davie, Hugh Waddell, William Lee Davidson, Charles McDowell, Joseph Graham, George Graham, Allen Rutherford, John Sevier, Nathaniel Macon, Timothy Bloodworth, George Francis Nash, Thomas Polk, Ephraim Brevard, William Kennon, H. J. Balch, Abram Alexander, Capt. James Jack. Race elements in North Carolina.

Spencer's North Carolina History.

Martin's North Carolina History.

Hawkes' N. C. History, vol 1.

Mecklenburg Pamphlet, by Geo. W. and Alexander Graham.

SIXTH GRADE.

Life in early North Carolina, including social customs, religious observances, modes of travel, etc.

Hawkes and Wiley.

Alderman's Men and Manners in North Carolina.

SEVENTH GRADE.

Fort Fisher; North Carolina troops at Gettysburg; North Carolina during last ninety days of the Civil War—Bentonville, Greensboro, Johnson's surrender (Bennett house); J. Johnson Pettigrew, Leonidas Polk, Braxton Bragg, D. H. Hill, William D. Pender, Jas. H. Lane, R. Barringer, Thomas L. Clingman, Gen. Ramseur, Gen. Robert Ransom, Gen. Whiting.

Pickett or Pettigrew, Bond.

Fort Fisher, M. C. S. Noble.

Moore's N. C. History.

Spencer's Last Ninety Days of the War.

EIGHTH GRADE.

North Carolina in literature: William Hooper, Calvin H. Wiley, Christian Reid. North Carolina in industrial life: Thomas M. Holt and brothers, D. A. Tompkins, Gen. Joseph Graham.

Life of William Hooper, E. A. Alderman.

Alamance, Wiley.

Utopia, Wiley.

Defense of North Carolina, Jones,

Life of Vance, Dowd.

NINTH GRADE.

North Carolina in statesmanship: Andrew Jackson, James K. Polk, Andrew Johnson, James Iredell, Nathaniel Macon, William Gaston, Cornelius Harnett, W. A. Graham, W. P. Mangum, Z. B. Vance, Matt. W. Ransom, William Rufus King, James C. Dobbin, Thomas A. Benton, George E. Badger, John Branch.

THE HELPER, School Education Co., Minneapolis, is a large double-column folio filled with valuable helps for teachers. It contains suggestions, outlines and helps for Nature Study, Geography and Bird Study; programs and exercises for Harvest, Thanksgiving, Christmas, Decoration Day, Arbor Day, and Patriotic Day, which may be observed on Washington's Birthday; 25 patriotic poems; 17 poems on birds and insects; 24 poems of flowers and plants; 34 poems of nature; 12 poems and exercises for different seasons; 50 or more choice miscellaneous poems, and 30 pieces of music suitable for school use. The whole is well printed on good paper and handsomely illustrated. It is unsurpassed among publications of its kind, and is cheap at the publisher's price, 25 CENTS.

To each NEW SUBSCRIBER to the NORTH CAROLINA JOURNAL OF EDUCATION sending 50 cents direct to us before December 1st we will mail *free* a copy of the **THE HELPER**. Write at once and avail yourself of this magnificent offer.

WANTED—In every township in North Carolina, a good live agent to secure subscribers to the NORTH CAROLINA JOURNAL OF EDUCATION; liberal commission; for terms and instructions address, LOGAN D. HOWELL, Manager, Raleigh, N. C.

Educational Exhibit at the State Fair.

This exhibit might have been more valuable had a larger number of the schools been represented. But the exhibits made were very creditable.

RALEIGH PUBLIC SCHOOLS.

The exhibit of the Raleigh public schools was extensive, representing all branches of work. It covered the entire eastern side of the educational department, and was effectively arranged against a background of red and black.

Near the entrance were language, reading and arithmetic papers and note books from every pupil in the schools. There was also an exhibit of clay-modeling here.

The remainder of the exhibit was divided into three sections—Elementary Science, Geography, and History.

In the Science department were charts showing collections of the seeds, fruits, and woods taught. Note books of pupils, containing drawings and descriptions, were on the table.

Last term Miss Slater, of St. Mary's School, offered a prize to the pupil at the Murphy School who brought in the best collection of insects. Several collections were exhibited.

The astronomical lantern, and the star books of first year pupils attracted much attention.

The Geography section showed how this study is taught from the third through the seventh year. There were plans of the school-room, school-yard, and a section of the city, and maps of the county and State. Outline maps of the continents were filled in with physical and political divisions. Heliotropes and skyometer showed how simple mathematical geography can be made.

Several hundred pictures mounted on card board and used in teaching geography were shown. Many of these were obtained from magazines and railroad guide books. There was a projecting lantern in the exhibit.

Cotton and tobacco with their products were arranged on a pyramid. The manufacturers of Raleigh take pleasure in showing pupils through their establishments.

A European loan exhibit, collected by pupils, showed a good device for interesting children in foreign countries.

But a very important part of geography and history teaching cannot be shown—that of supplementary reading. The record books showed that last session 1,775 books were given out from the library at the Centennial school, and nearly as many from the Murphy school.

History papers and maps were on the table under the portraits of Washington, Lee and Murphy, and a bas relief of Vance. The first two were bought by pupils in history classes, and given to the school.

Dolls dressed as Indians, standing near an Indian Wigwam, and two Puritans with the spinning wheel illustrated how, in the primary classes, the little children are trained into the true spirit of history.

NORMAL AND COLLEGIATE INSTITUTE, ASHEVILLE.

The exhibit of school work from the Normal and Collegiate Institute, Asheville, N. C., was especially fine.

The Normal, Commercial and Sewing and Millinery department were represented.

The design of the Normal department is to prepare young women for teaching. Free hand drawings, carefully mounted botanical specimens, and ex-

cellent essays attractively arranged, did credit to this part of the Institute work.

The Commercial department embraces stenography, type-writing, and book-keeping. It fits pupils for office work.

The Sewing departments offers a course in dress-making, the draughting, cutting, and fitting of dresses, and the harmonizing of colors.

Miss Katharine J. Mechling, of the Commercial department, had charge of the exhibit. Her cordial manners and intelligent explanation of the various features of her exhibit did much to popularize the Normal and Collegiate Institute with fair visitors.

OTHER EXHIBITS.

The University showed large charts giving information concerning its history, courses and present attendance; and also large photographs of the buildings and grounds and the architect's large colored design for Alumni Hall.

The exhibit of the Thompson School at Siler City consisted of specimens of pupils' work, mainly in the commercial department. They showed that much attention is paid in that school to business education and penmanship.

Mr. C. J. Parker, manager of the Educational Bureau, Raleigh, had a large display of school desks and other furniture, maps, globes, charts and other miscellaneous school supplies.

Peace Institute exhibited photographs of the building, grounds, members of the faculty and pupils.

The firm of Alfred Williams & Co., book sellers and stationers, sent cases of books, magazines, &c., from their large stock in Raleigh.

PREMIUM LIST IN EDUCATIONAL DEPARTMENT.

The premiums in the educational department of the Fair were awarded by the judges, Messrs. T. K. Bruner and John Wilber Jenkins, as follows:

For best general display of work by a school, to the Raleigh Public Schools.

Largest and best exhibit by female school, to St. Mary's School, Raleigh.

Best general display by male school, to Thompson School, Siler City.

Second best exhibit by female school, to Asheville Normal and Collegiate Institute.

Best display of maps and charts by school, to the Raleigh Public Schools.

Best display of art works by school, to St. Mary's School, Raleigh.

Best display of kindergarten work, to the North Carolina Institution for the Blind.

Best display of agricultural and mechanical school, to the A. and M. College, Raleigh.

Best display of specimens of geology, mineralogy, zoölogy and botany, to the Raleigh Public Schools.

Best map of North Carolina, drawn by a youth under 16 years, a pupil of any public school, to Miss May Lassiter, Wake Forest.

Best county map, drawn by a youth under 16 years, a pupil of any public school in that county, to Miss May Lassiter, Wake Forest.

A premium, not advertised in the premium list, was awarded Mr. W. A. Boyd, of Salem, for a very interesting collection of magazines, newspapers, educational reports, school publications, pictures of schools and colleges, all of North Carolina, and of historic value.

Questions of the State Examiners.

(CONTINUED.)

ARITHMETIC EXAMINATIONS.

1st. If silk is worth \$3.4 a yard, how much can be bought for \$2.3?

If satin is worth \$2.5 a yard, how much can be bought for \$7.8?

In these two examples, is the arithmetical thought identical? If so, explain. If not, explain. Under which one of the "Four Rules" is each of these examples classed? State the "Rule."

2d. Tell how you would explain to a class why "you divide by 2 to find one half of a number," as for instance \$24.

3d. A can build a fence in six days, B in ten days, and C in twelve days. If they all work together, how long will it take them to finish the fence?

4th. At what per cent. must I mark goods so that I may fall 25% below the market price and still make 25% on the original cost?

5th. I have two pieces of cloth, each 15 yards long; one is 25% longer than it should be and the other 25% shorter than it should be. What would be the combined length of the two pieces if each were of the proper length?

6th. The commissioners of a certain county wish to build a court house to cost \$18,000. The cost of collecting this sum, together with several incidental expenses, will amount to \$1,644. The total cost must be raised by a tax on property valued at \$6,584,000. How much will I have to pay on a piece of property valued at \$987.63?

7th. An estate is divided among three persons, A, B and C, so that A has 5-8 of the whole, and B twice as much as C. It is found that B has 27 acres more than C. How large is the estate?

8th. Copper weighs 550 lb. and tin 462 lb. to the cubic foot. What is the weight of one cubic foot of a mixture containing 6 parts of copper and 5 parts of tin?

9th. A has \$8 and B \$7 with which they buy a boat for \$15.00. C gave \$10.00 for $\frac{1}{4}$ interest in the boat, with the understanding that each of them should own only $\frac{1}{3}$ of the boat. How much of the \$10.00 received from C belongs to A and how much to B?

10th. Find the difference between the bank discount and the true discount on \$987.56 due in one year, 6 months and 15 days, money being worth 6%.

EXAMINATION ON BOTANY.

1. Describe the structure of a seed.
2. Describe root-hairs and state their function.

3. What changes take place during the germination of a seed?

4. What constitutes a fruit?

5. What are the parts and functions of a typical leaf?

6. Give some of the properties of protoplasm?

7. What food does the plant get from the soil and what from the air?

8. Name the parts of a typical flower and state the function of each part.

9. Mention some special contrivances for the dispersal of seeds.

10. Describe the two ways in which stems increase in diameter.

ALGEBRA EXAMINATION.

1. Explain why $(-3)(-2)=6$.

2. When is $a^n + b$ divisible by $a + b$?
 $a^n - b^n$ divisible by $a + b$?
 $a - b^n$ divisible by $a - b$?

3. Factor in as many ways as possible
 $a^{12} - b^{12}$; $a^{10} - b^{10}$; Factor $a^2 - a - 42$;
 $a^3 + a - 12$; $a^2 - 10a + 24$;
 $a^2 + 12a + 35$; $x^4 + x^2$, $y^2 + y^4$.
 $m^2 + n^2 + 2mn - c^2$ $m + n + c$

4. $c^2 - m^2 - n^2 + 2mn$ $n + c - m$

5. Divide 20 into two parts such that such the sum of three times one part and five times the other part, may be 84.

6. A can do half as much work as B, B can do half as much as C, and together they can complete a piece of work in 24 days; in what time could each alone complete the work?

7. $x + 2y = 7$, and $x + y = 5$, find value of x and y .

8. $\frac{1}{x} + \frac{1}{y} = a$, $\frac{1}{x} + \frac{1}{z} = b$, $\frac{1}{y} + \frac{1}{z} = c$.

9. The sum of two numbers is twenty-four; their difference is eight, what are the numbers?

10. Expand $(a + b)(a - b)(a^2 - b^2)(a^3 - b^3)$.

School News.

The new Hemenway school building in Wilmington, taking the place of the one burned some time ago, has been completed and handsomely furnished. It was dedicated October 29. President E. A. Alderman delivering an address.

There are now about 200 children in the Asheville free Kindergarten. They are taught by graduates of the Asheville Kindergarten training school and the work is of the best character. These kindergartens were opened eight years ago, and have ever since been an important part of Asheville's educational equipment.

Supt. Mebane has sent a circular letter to county boards of education explaining that the law demands supervisors to visit the schools while in session. This is an important matter, and it is to be hoped county boards and the supervisors will follow the plain intention of the law.

Eastman, Georgia, is erecting a \$10,000 public school system. The schools will open in January, '98. Teachers will be elected in December.

The Winston Normal Institute has received a donation of \$3,000.

Wilmington has 170 pupils in its high school, with five teachers.

Prof. Chas. L. Raper, of Greensboro Female College, is writing a history of the church and private schools of North Carolina. The first instalment in the September *College Message* is well written and interesting, showing careful study and giving promise of a valuable presentation of this subject.

It is a sad fact admitted in the introduction that "There are now almost as many illiterate whites in this state as in all the other of the original thirteen put together."

We shall refer to this article again.

Thanksgiving Exercises.

MRS. B. C. SHARPE, NORMAL AND INDUSTRIAL COLLEGE.

PART I.

I. WELCOME.

Which is the sweetest of words you may hear?

"Love" touches all hearts, and "Home" is most dear;

Children choose "Christmas," the weary love "Rest;"

But "Welcome" of all is the sweetest and best!

As violets greet Maytime, as stars greet the night;

As birds sing in chorus to welcome the light,

So with smiles and with music, sweet greeting we call,

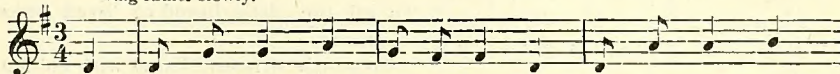
And welcome you gladly, dear friends, each and all.

*II.

We Thank Thee.

Selected.
Sing rather slowly.

C. H. Congdon.



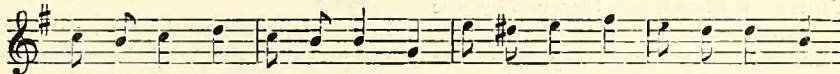
1. For flow'rs that bloom a - bout our feet; For ten - der grass, so
2. For moth - er - love and fath - er - care; For broth - ers strong and



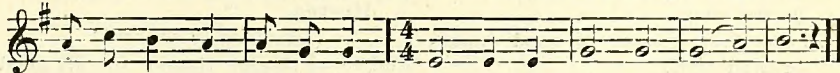
fresh, so swett; For song of bird and hum of bee; For
sis - ters fair, For love at home and school each day; For



all things fair we hear or see; For blue of stream and blue of sky; For
guidance, lest we go a - stray; For thy dear ev - er - last - ing arms, That



pleasant shade of branches high; For fragrant air and cooling breeze; For
bear us o'er all ills and harms; For bless - ed words of long a - go, That



beauty of the blooming trees,— Fa - ther in heaven, we thank Thee!
help us now thy will to know,— Fa - ther in heaven, we thank Thee!

III. CLASS RECITATION. — SOUTHLAND ECHOES.

First Child.

And now, to show why we have gathered here

And render thanks unto the God whose hand

Hath blessed our toil with bounty and with cheer,

And showered plenty on our native land,

From field, and tree and barnyard, we will bring

A token of the fullness of our store, Which robs the cruel winter of its sting,

And keeps us safe, until the buds once more

From their long hiding place shall shyly peep,

And nature wake from her long winter's sleep.

KING COTTON.

(Child dressed to represent cotton.)

"King Cotton first must rank—Our Southland's pride,

Whose bursting bolls, far stretching, whitened stand;

A surer source of wealth, its acres wide, Than golden pebbles from Alaskan sands;

A priceless boon, this fruit of honest toil

Has kindly Nature planted in our soil."

APPLES.

(Child bearing a basket of apples, prettily arranged.)

The mellow apple next makes glad our hearts;

Its glistening coat of yellow or of red

*From the Helper, School Education Co., Minneapolis, Minn.

A cheerful invitation now imparts,
To come and merry be around the
spread;

Wherewith we pass the winter evenings
long

With mirth and jest, with laughter and
with song.

TURKEY.

(Child bringing in a turkey.)

The gobble, gobble of this goodly bird
Has echoed long around the barnyard
gate:

His fierce, bold notes the weaker fowls
oft' heard

When strutting proudly there before
his mate.

But I'm afraid, when this great day is
o'er,

His gobble, gobble will be heard no
more.

PERSIMMONS AND LOCUSTS.

*(Child bearing a branch of persimmons
and one of locusts.)*

On swaying boughs these long have
gaily been,

In summer's sun and autumn's stern-
er weather,

Until frost-kissed and loosened by the
wind,

In waiting tubs they may be mixed
together,

And give their strength unto Thanks-
giving cheer

In sparkling glasses of good home-
brewed beer.

PUMPKIN.

(Child rolling in a large pumpkin.)

The fat, round pumpkin's glossy yellow
sides

Holds promise of a feast a king might
eat;

A toothsome morsel tucked away it
hides,

Of far renown and relish all comp'ete.

And longing hopes of hungry folk grow
high

Whenever they see the luscious pump-
kin pie.

CORN.

(Child carrying ears of corn.)

The corn I bring! God's gift to man
and beast!

The main support of thousands here
behold!

In wretched hovel or at palace feast,
For strong or weak, for young or for
the old.

With it all climes—all lands may be
well fed;
While we have corn, no one shall want
for bread.

TOBACCO.

*(Child carrying stalks of yellow to-
bacco.)*

The farmer gathers in these leaves of
gold,

And, when upon the market they are
sold,

With cash in hand, he food and cloth-
ing buys,

And carries home the rich and hard-
earned prize

To all the little brood of loved ones
there—

To gentle wife and babes with golden
hair.

FLOWERS.

*(Several girls to represent seasonable
flowers—Only one child speaks.)*

The rainbow tints that span the storm
swept sky

Are not more brilliant than these
blossoms fair

Whose gentle fragrance seems to pass
us by

Like unto music on the soft, still air.

To us on earth, the Lord these flowers
has given,

To lift us up and help us on toward
Heaven.

(Children in concert.)

And so we render thanks for all good
things

This glad Thanksgiving season to us
brings.

IV. RECITATION — "CHRYSANTHE- MUMS."

(Margaret E. Sangster.)

With summer and sun behind you,
With winter and shade before,

You crowd in your regal splendor
Thro' the autumn's closing door.

White as the snow that is coming,
Red as the rose that is gone,

Gold as the heart of the lilies,
Pink as the flush of the dawn.

Confident, winsome, stately,

You throng in the wane of the year,
Trooping an army with banners

When the leafless woods are sere.

Sweet is your breath as of spices

From a far sea-island blown;

Chaste your robes as of vestals

Trimming their lamps alone,

Strong are your hearts, and sturdy

The life that in root and stem

Smolders and glows, till it sparkles
In each flowery diadem.

Nothing of bloom and odor

Have your peerless legions lost,
Marching in fervid beauty

To challenge the death-white frost.

So to the eye of sorrow,

Ye bring a flicker of light;

The cheek that was wan with illness
Smiles at your faces bright.

The children laugh in greeting
And the dear old people say,

"Here are the self-same darlings
We loved in our younger day;"

As, summer and sun behind you,
Winter and shade before,

You crowd in your regal splendor
Through the autumn's closing door.

V. HARVEST SONG.

*(Eleanor Smith's Songs for little
children. Part 2.)*

Little children, leave your play,
Let us all give thank - to-day;
For the harvest's golden cheer,
Earth's gift season of the year.

On the hillside, on the plain,
Autumn ripens fruit and grain;
Rosy peach and russett pear,
Fragrant apples ev'rywhere.

Purple grapes upon the vines,
Pumpkins straight from golden mines,
Oats and barley, corn and wheat,
Hay, that cattle long to eat.

Father, 'tis thy loving hand
Gives the harvest to our land;
At thy feet thy gifts we lay,
Thine is this fair harvest day.

PART II.

I. RECITATION: AN AUTUMN SONG. *(Henry Jerome Stockard.)*

Oh, the spring called back the birds,
And touched their hearts with glee!
And when she spoke, the flowers awoke
On hill and field and lea.

And glad were the summer's songs,
Her fruits of richest stain;
And sweet the dreams by her lilled
streams,
Her skies of bluest grain.

But hail to the fall, and hail!
To her hills of flame and gold,
Her starlit nights, her frost that whites
At morning mead and wold!

Away to the deep brown woods,
Where the pattering chestnuts fall,
Where the matted vines with their mus-
cadines
Festoon the hickories tall!

With gun and dog for the fields!
 And a bang for the quail that whirs!
 Where the woodland thins, for the
 chinquapins
 That blink jet-black from the burs!
 And at ight for the husking, ho!
 For the rousing songs once more!
 With horn and hound for the glens pro-
 found,
 Where the 'possum quits his door!

No threne for the vanished spring
 And the summer's faded blee,
 But a song of praise for the autumn
 days,
 And a harvest-home for me!

II. THANKSGIVING SONG.

(*Elanor Smith's songs for little children.*)

Summer is gone, autumn is here,
 This is the harvest for all the year;
 Corn in the crib, oats in the bin,
 Wheat is all thrashed, barley drawn in.

Carrots in cellars, beets by their side,
 Full is the hayloft. What fun to ride!
 Apples are barreled, nuts laid to dry,
 Frost on the garden, winter is nigh.

Father in heaven, thank thee for all,
 Winter and springtime, summer and fall.
 All thine own gifts to thee we bring,
 Help us to praise thee, our heavenly
 King.

III. SIGNS OF THANKSGIVING.

Air a-gittin cool an' coolah,
 Frost a-comin in de night,
 Hicka'nuts an' wa'nuts fallin',
 Possum keepin' out ob sight.
 Tu'key struttin' in de ba'nya'd—
 Nary step so proud ez his;
 Keep on struttin', Mistah Tu'key,
 Yo' do' know what time it is.

Cidah press commence a-squeakin',
 Eatin' apples sto'ed away;
 Chillen swa'miu' roun' lak hornets
 Huntin' aigsemong de hey.
 Mistah Tu'key keep on gobblin'
 At de geese a-flying souf,
 Umph, dat bird do' know whut's comin',
 Ef he did he'd shet his mouf.

Pumpkin gittin' good and yallah—
 Make me open up my eyes;
 Seems lak it's a-lookin' at me,
 Jes' layin' dere a-sayin' "Pies."
 Tu'key gobbler gwine roun' blowin'
 Gwine roun' gibbin' his sass an' slack,
 Keep on talkin', Mistah Tu'key;
 Yo' ain't seed no almanac.

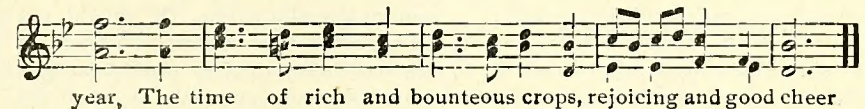
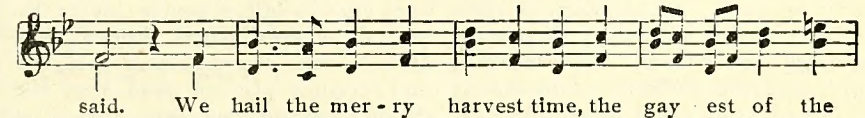
Fa'mer walkin' throo de ba'nya'd
 Seein' how things is comin' on,
 Sees ef all de fowls is fatt'ning—
 Good times comin' sho's yo' bo'n.
 Heals dat tu'key gobbler braggin',
 Den his face break in a smile,
 Nebber miu', yo' sassy rascal;
 He's gwine to nab yo' atter while.

*IV.

In Merry Autumn Time

DICKENS

C. H. CONGDON



'Tis pleasant on a fine spring morn to
 see the buds expand,
 'Tis pleasant in the summer time, to see
 the fruitful land;
 'Tis pleasant on a winter's night, to sit
 around the blaze,
 But what are joys like these, my boys,
 to merry autumn days?

Then hail to merry autumn days, who
 color all the leaves,
 And make them all so beautiful, that no
 one o'er them grieves;
 Then hail the merry harvest time, the
 gayest of the year,
 The time of rich and bounteous crops,
 rejoicing and good cheer.

V. RECITATION: "FLYING FURZE." (Paul Hayne.)

Airily, fairly over the meadows,
 Over the brown grasses, waving and gay,
 O! see how it shimmers,
 How it wavers and glimmers,
 Flying, and flying away.

Hastefully, wastefully over the copses,
 Over the hedge-rows in scattered array,
 See, see how 'tis curling
 And twinkling and whirling,
 Ever and ever away!

Choppin' suet in de kitchen,
 Stounin' raisins in de hall,
 Beef a-cookin' fo' de mince-meat,
 Spices grown—I smell 'em all.
 Look heah' Tu'key, stop dat gobblin',
 Yo' ain't learned de sense ob feah;
 Yo' ol' fool, your neck's in dangah!
 Don' yo' know Thanksgibbin's heah?

Merrily, cheerily, down the far verges,
 Verges of field-growing misty and gray,
 Still, still how it shimmers,
 Grows fainter, and glimmers,
 Shimmers and glimmers away!

VI. SONG: "GOD BLESS OUR FATH- ERLAND"

(*Air: "America."*) O. W. Holmes.

God bless our Fatherland,
 Keep her in heart and hand,
 One with our own.
 From all her foes defend,
 Be her brave people's friend,
 On all her realms descend;
 Protect her throne.

Father, in loving care,
 Guard thou her kingdom's heir,
 Guide all her ways;
 Thine arm his shelter be
 From harm by land and sea,
 Bid storm and danger flee,
 Prolong his days.

Lord, bid war's trumpet cease,
 Fold the whole earth in peace
 Under Thy wings.
 Make all Thy nations one,
 All hearts beneath Thy sun,
 Till Thou shalt reign alone,
 Great King of Kings.

Notable Educational Thoughts in Recent Magazines.

CHAS. L. COON, CHARLOTT, N. C.

In the *Cosmopolitan* for October, Grant Allen writes about modern college education. Mr. Allen says that the teaching of Latin, Greek, German, and French in our modern colleges is a mediæval misconception, if we mean by teaching these to give men and women real education. He says further that our ideas of college and college teaching are mediæval and bookish; that there is no worth in the plea that language teaching must be preserved on the ground that it affords the best mental discipline. He thinks the value of language training greatly overestimated.

Mr. Allen enumerates as things necessary to teach: mathematics, physics, zoölogy, botany, astronomy, geography, geology, and history. These he calls the foundation studies, and thinks six or seven years could be gained by the abolition of grammatical rote work.

Mr. Allen thinks it a wholly wrong conception of education to regard it as bookish and scholastic. He also thinks that we do not value travel and experience enough, and lay too much stress on the college as such. There are many parents, says Mr. Allen, who spend thousands of dollars to send their daughters to Harvard, Vassar, Girton, etc., who would consider it wasting money to send them traveling in Europe or America. But Mr. Allen says that money spent on pleasure excursions is well spent and often worth

more than an equal amount expended at a college; that two years travel is of more educational value than two years at college. Knowledge gained by travel is knowledge gained first-hand, and such knowledge is always of more value than book learning.

* * * * *

Prof. Goldwin Smith, in the *North American Review* for September, writes on *American School Histories*. He considers the question whether our school histories are calculated to inspire hatred of England or not.

He made a careful study of three leading text-books. Prof. Smith, among other things, says: "These I have examined, and I confess I do not find in any one of them aught of which an Englishman could seriously complain. They are patriotic, of course; and in the quarrel between Great Britain and America take the American side, but they certainly are not venomous, nor should I say that they were wilfully or even materially unfair. It should not be expected that American writers on the Revolutionary War should be less severe in condemning the acts of the British Government than Burke, Pitt, Fox, and Barre.

Prof. Smith thinks, however, that the space in our histories devoted to Revolutionary War is disproportionate, and that many events are given in detail too minute.

The greatest fault Prof. Smith finds with our histories is that they lack literary art; that our historians are not good story tellers.

In the *Forum* for October Oscar Browning writes of "Universities and Higher Education of Women." He traces the movement that has resulted in the widening of the sphere of the English universities, in opening them to women. He quotes Herbert Spencer, who said: "A man can do anything if he is only rebellious enough. The first thing is to be rebellious." Continuing, Mr. Browning says: "It will be seen from these remarks that after twenty years experience, and more, I am not convinced of the mental equality of men and women, neither that they can produce the same results, nor that the same training is good for them. If our movements at Cambridge and Oxford are to be favorably judged, they must be considered not as ideal schemes whose success gives them a claim to further fostering, but as experiments which have done immense good, but which owe their form to necessities of the time, to the absence of female education on the one hand and the importance of showing that it was possible on the other."

* * * * *

Dr. Leftwitch in the *Westminster Review* writes that he thinks there is no longer any doubt that English will be the international language of the future. He thinks our spelling is now the only thing standing in the way. He would reform our spelling as follows: (a) Omit all silent letters, except initials, to be printed in italics. (b) Indicate a long vowel by the long mark. (c) Retain *gh* only when pronounced.

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fear, hopeless vulgarization of the universities."

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and here to stay? Society never can and never will be better than the masses, and it is silly to attribute to the efforts of men to better the masses by education all kinds of social ills from incorrect speech up to anarchy. *The Bookman* editor will get over his pessimism in due time, and in the meanwhile he will have found that the world and mankind can not be sent to the "demnition bow-wows" by popular education and the slang speech of a few ill-mannered university students.

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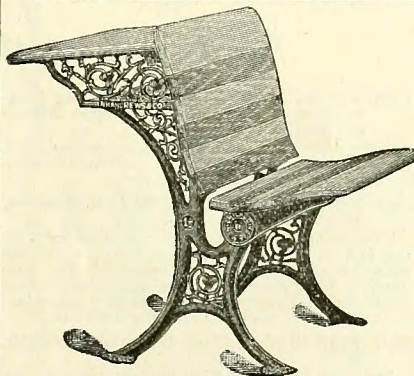
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Dr. Weaver then brought the affair to a close with a benediction

And now let us all hope that the institution will go forward with still greater strides in its great and grand work. It were better that no inmates could ever be found for it, but as long as life lasts it seems as if patients will be forthcoming. It is not a theory Keely finds, but a condition, and as long as this exists it is here to do its work.

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NORTH CAROLINA Journal of Education.

VOL. I.

GREENSBORO, N. C., DECEMBER, 1897.

NUMBER 5.

Education should be a repetition of civilization in little.

The true education is practicable only to the true philosopher.

No sound fabric of wisdom can be woven out of poor raw material.

The first requisite to success in life is to be a good animal.

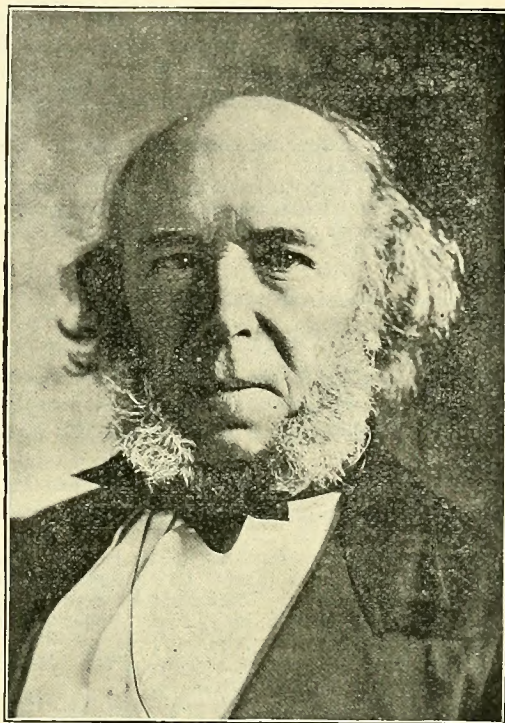
Children should be led to make their own investigations and to draw their own inferences. They should be *told* as little as possible, and induced to *discover* as much as possible. * * The need for perpetual telling is the result of our stupidity, not the child's.

The education of the child must accord, both in mode and arrangement with the education of mankind as considered historically; or, in other words, the genesis of knowledge in the individual must follow the same course as the genesis of knowledge in the race.

The truths of number, of form, of relationship in composition were all originally drawn from objects; and to present these truths to the child in the concrete is to let him learn them as the race learnt them.

To give the net product of inquiry, without the inquiry that leads to it, is found to be both enervating and inefficient. General truth, to be of due and permanent use, must be earned.

As a final test by which to judge any plan of culture should come the question, Does it create a pleasant excitement in the pupils? In respect to the knowing faculties, we may confidently trust in the general law, that, under normal conditions, healthful action is pleasurable, while action which gives pain is not healthful.



HERBERT SPENCER.

How to live?—that is the essential question for us. Not how to live in the mere material sense only, but in the widest sense. In what way to treat the body; in what way to treat the mind; in what way to manage our affairs; in what way to bring up a family; in what way to behave as a citizen; in what way to utilize all those sources of happiness which nature supplies—how to use all our faculties to the greatest advantage of ourselves and others—how to live completely. And this being the great thing needful for us to learn is, by consequence, the great thing which education is to teach. To prepare us for complete living is the function which education has to discharge; and the only rational mode of judging of any educational course is to judge in what degree it discharges such functions.

HOW TO SECURE SCHOOL LIBRARIES.

Every public school in North Carolina should have a library. Much that a child should know is not found in text-books. More can be learned about the world from stories of travel than from a geography, and more about the great men of the world from historical novels than from a history. The study of a text-book is usually regarded by the child as work, while the reading of books of travel or historical novels is a recreation; and the books he reads will open a new world to him and inspire him with a love for reading and a desire for a broader culture, which will affect his whole future life.

* * *

It is not the schools in the larger cities that need libraries, but rather the country schools in the thinly settled districts. In such schools the children know nothing of the great world except what they learn from books, and there are no books to which they have access. Many teachers have appreciated this fact, and have wished to provide libraries for their schools, but three reasons have prevented them from doing so:

First: Many of the best books are so full of tiresome details that children lose the thread of the story and throw down the book in disgust.

Second: The best works of the standard authors contain incidents which it is not proper for children to read, and many allusions which cannot be satisfactorily explained to them.

Third: The cost of providing such a library has been such as to make it out of the question for the neighborhood or the teacher to buy it.

* * *

All three of these objections, however, are met by the publication of the Standard Literature Series. The plan in this series has been, (1) to cut out the "padding," the tedious details which have proven so tiresome to young readers, but to leave a complete story in the exact language of the author, short enough to be read in the limited time of a school term; (2) To cut out all incidents and allusions which are of a questionable character and unsuited to children; (3) To add notes explaining every historical and classical allusion, so that the child will have no difficulty in understanding what he reads; and (4), most important of all, to publish these condensed volumes at a price so cheap that every neighborhood can afford to buy a set. Or, if the neighborhood should not care to do so, every teacher can afford to buy a set for herself and carry them with her to each school where she teaches, permitting the children to use them during the school term, and thus add to her own value and popularity in the neighborhood. The books published so far are as follows:

IN UNITED STATES HISTORY: The Spy, by Cooper, (paper 12½c., cloth 20c.); The Pilot and The Deerslayer, by Cooper, and Horse Shoe Robinson, by Kennedy, (each, paper 20c., cloth 30c.).

IN ENGLISH HISTORY: Rob Roy, by Scott, (paper 12½c., cloth 20c.); and Kenilworth Ivanhoe, by Scott, (paper 20c., cloth 30c.), and Harold, by Bulwer, (paper 20c., cloth 30c.).

IN FRENCH HISTORY: Ninety-Three, by Victor Hugo, (paper 20c., cloth 30c.).

GEOGRAPHY AND TRAVEL: Tales of the Alhambra, by Irving, (paper 12½c., cloth 20c.); and Two Years before the Mast, by Dana, (paper 20c., cloth 30c.).

FOR HIGHER ENGLISH: Enoch Arden and Other Poems, Tennyson; Prisoner of Chillon and Other Poems, Byron; The Sketch Book, Irving; (each, paper 12½c., cloth 20c.); Lady of the Lake, Scott; (paper 20c., cloth 30c.); Evangeline, by Longfellow; Knickerbocker Stories, by Irving; (paper 12½c., cloth 20c.), and Poems of Knightly Adventure, (paper 20c., cloth 30c.). (This includes four complete poems with notes, viz.: Tennyson's Gareth and Lynette, Lowell's Vision of Sir Lannal, Macaulay's Horatius, and Matthew Arnold's Sohrab and Rustum.

FOR ELEMENTARY CLASSES: Christmas Stories and Paul Dombey, by Dickens; Gulliver's Travels, by Swift; A Wonder Book, Twice Told Tales, and The Snow Image, etc., by Hawthorne, Little Nell, by Dickens, Robinson Crusoe (Illustrated) (each, paper 12½c., cloth 20c.).

* * *

The volumes can be selected at the prices named, or the full set of twenty numbers will be sent by mail, postage prepaid, for \$2.40, bound in paper, or in cloth, by prepaid express, for \$4.00.

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We call attention to our SPECIAL OFFERS on page 33 of this number of the JOURNAL. These offers are very liberal, and every one receiving a copy of this paper should take advantage of some one of them. If you want any magazine, here is your opportunity.

Hon. Seth Low, recent candidate of the Citizen's Union for Mayor of New York, remains president of Columbia College.

Bethel Hill Institute has secured the services of a physician to deliver lectures to its students on physiology and hygiene.

The teachers of the Asheville Free Kindergartens are studying Susan E. Blow's "Symbolic Education" and Froebel's "Mother Play" at their meetings.

The Association of City Superintendents will hold its annual meeting in Greensboro December 28th and 29th, Superintendent D. Matt Thompson, of Statesville, is president of the association this year.

The Southern Educational Association which was to have held its next annual meeting in New Orleans during the Christmas holidays has postponed the meeting until next year. This was done

on account of the recent prevalence of yellow fever in New Orleans.

The Braxton Craven Memorial Hall at Trinity College will, when completed, seat 1,200 people. The committee hopes to complete it next year.

Wake Forest College has enrolled 225 students this year. Dr. Skinner, of Raleigh, has donated to the library of this institution 4,000 volumes of theological works.

Elizabeth College, Charlotte, opened with eighty students. The College property is valued at \$90,000. The faculty is an able one, all university bred. We wish this new school all success.

Only three teachers stood the examination given by the State Board of Examiners. Two received certificates. These were A. M. Garwood, of Davie, and R. C. Craven, of Surry, Superintendent of the Mt. Airy Graded Schools.

The next session of the Buncombe County Teachers' Association will be held in the courthouse at Asheville, December 4. The subjects for discussion are: "How Each School May Establish a Library," "Primary Reading" and "Courses of Professional Reading for Teachers." Dr. Thomas Lawrence, Superintendent J. D. Eggleston, and President A. A. Jones are the leaders.

Every county in North Carolina should have such an Association.

The Association of Academies of North Carolina will hold a meeting in Raleigh, beginning Tuesday, December 28. This association now embraces in its membership the leading academies and high schools of the state, and the coming meeting promises to be well attended and very helpful and interesting. An attractive program has been arranged. "The principals and teachers of the private schools for secondary instruction in North Carolina may become members of this association."

Reduced rates at hotels and on railroads have been secured for those who attend. A full program may be had by addressing the secretary, W. T. Whitsett, Whitsett, N. C.

Hon. W. T. Harris, U. S. Commissioner of Education is delivering a series of lectures on "The Principles of Education" at Columbia University, the lectures being free to public school teachers. Other lectures will follow. Might not something of this kind be done by many of our Southern colleges?

The Episcopalians are endeavoring to raise a fund to purchase St. Mary's School, Raleigh, N. C., for the Episcopal church in this state. Let us hope they may succeed, not only in raising the purchase money, but also in thoroughly equipping it and endowing it in such a way that it may offer free tuition to every young woman who may wish to seek instruction and training within its walls.

The *Epworth News* is working in the right direction when it suggests that the Methodists of North Carolina should own and endow a college for young women. There are thousands of young women in the state who should have the advantages offered by a good college, and it is necessary that these advantages should be of the highest type and offered at the lowest possible price. The whole state, and every organized society within its borders, should work towards this end.

Supervisor D. L. Ellis, of Buncombe county has recently issued to his teachers a very valuable circular letter pointing out their needs and encouraging them to better work. He advises them to make every possible effort to continue their schools by funds raised in the townships, which, according to law, must be supplemented by the state. Those whose schools are not continued he encourages to spend the winter in college or in some good high school. He urges all to prepare themselves for better work next year, and gives a list of books for professional reading. This list contains many valuable books, and is given here for the benefit of teachers in other counties. Herbart's "Science of Education," Compayre's "Psychology Applied to Education," DeGarmo's "The Essentials of Method," Rousseau's "Emile," Newsholmes "School Hygiene," Badlam's "Suggestive Lessons in Language and Reading, for Primary Grades," Compayre's "Lectures on Pedagogy," "The Heart of a Boy," and White's "Elements of Pedagogy."

Supervisor Ellis also advises all the teachers of his county to take the NORTH CAROLINA JOURNAL OF EDUCATION.

We call attention to Superintendent Mebane's letter in this number of the JOURNAL, urging the teachers and school officers in each county to form themselves into associations for mutual help and improvement. This is a very important matter, and this letter should receive careful consideration. Such associations are helpful and inspiring in every profession, and should be doubly so in our own. It is noteworthy that those counties that have had good teachers associations with a full attendance at their meetings now have the best schools and the best educational spirit among the people. Not only should all teachers and school officers attend and take part in the discussions, but other citizens should be present as often as possible. This would tend to cultivate a better understanding between parents and teachers, and help to make the interest in education more general. The JOURNAL OF EDUCATION will always be glad to publish the best of the discussions and papers read.

Learn a Lesson from the Bicycle.

To keep a bicycle steady, keep it moving. If you stop the revolution of the wheels to steady it, you may expect it to wobble and fall; and the greater your efforts to hold it erect, the more disastrous will be the result. The only way to control a bicycle is to keep it moving. So must the teacher gain and maintain control of her class. So long as the class moves forward with a definite purpose, each child being kept profitably busy, it is easy enough to correct small faults and to check sporadic tendencies toward disorder. But just so soon as the teacher lets the movement of the lesson stop and begins to demand silence and attention, to call for "position," *one, two or three*, or resorts to any other of the many devices of the unskilled teacher, just so soon may she expect to lose all control of that class; and the greater her efforts to hold it in order by sheer force, the greater will be her discomfiture.

No bicyclist mounts his wheel and then stands two or three minutes trying to steady it before moving forward. Neither should the teacher spend the first few minutes of the recitation trying to steady her class. Let her begin her work at once. Bicycles and classes are most easily ridden at a good steady pace, and are most difficult of control when brought to a standstill.

Self confidence is the basis of success in every act.—*Marcel*.

Assistant Teachers in Public Schools Should Have Certificates.

We endorse the very wise recommendation recently made by Supt. Mebane to the township committees that they should never leave to the principal teacher in a school the duty of selecting assistants and fixing the amount of their salaries, but that the committees should themselves employ all assistants at stipulated salaries. Of course no one should be employed who has not received the proper certificate of qualification. Supt. Mebane is correct in saying the primary work is just as difficult as any work done in the school, and that it requires as high grade of ability.

The Power of the Country College.

PRES. GILMAN, AT WASHINGTON AND LEE.

It was a little country college in eastern France where Pasteur's life was begun; it was a little country college at Metz where Tocqueville received that classical discipline which preceded his studies of American democracy. It was a little country college, away down East, which at one birth gave to American literature its most popular poet and its greatest master of English prose. It was a little country college in the Berkshire hills from which America's foremost philologist came forth. It was the undeveloped little colleges of the day which contributed to the formation of our Union Washington, Adams, Jefferson, Hamilton, Madison, and Marshall. In a country law school, on a hill-top of Connecticut, John C. Calhoun and hosts of the leaders of the bar, in the early part of the century, received their training. It was Dartmouth which drew from Daniel Webster, before the Supreme Court in Washington, that familiar and pathetic passage: "It is, sir, as I have said, a small college, and yet there are those who love it."

A Geographical Exchange.

The JOURNAL OF EDUCATION commends the idea of an exchange of products, &c., for the purpose of geographical instruction, as suggested by the following request from the Raleigh schools. If any other schools wish to do likewise, the JOURNAL will be pleased to make known their wants and their articles for exchange. Small country schools, as well as city schools, may make typical collections in this way, and the columns of the JOURNAL are open to all.

The teachers in the Raleigh schools would like to exchange articles typical of this region for things from elsewhere, illustrating different soils and climates from ours.

Our typical soil is red clay; typical rock, granite. We should like to have some specimens of the black loam and sandy soils of the eastern counties. We should like to exchange some of our sand for sand from farther east, and for sand from the seashore. We want to see if all sand is composed of the same things as our sand and why it is that sand from the seashore will not do for building purposes.

We will exchange our granite for other kinds of rocks that are typical of their localities. We have also graphite, that we will give for any other kinds of minerals. We want, especially, specimens of coal in all stages of formation from peat to anthracite.

The principal crops of this section are corn, cotton, and tobacco. All kinds of grains are raised here except barley and buckwheat, which we should like to get. We can furnish cotton in all its stages, including the manufactured products of the fibre and of the seed.

We can send in exchange for similar publications a pamphlet of 132 pages and many illustrations descriptive of Raleigh and Wake county.

By means of specimens of soils, products and pictures of different parts of the state, we can best teach its geography. These things will make the lessons in the text more real. If any other teachers like this idea, and have something to exchange for our products, let them write to the Superintendent of the Raleigh Schools.

A company has been formed, with headquarters at Raleigh, for the purpose of publishing books by North Carolinians, and particularly histories of the state. It is named The North Carolina Publishing Society.

The society has in press now a book by Mr. W. J. Peele, of the Raleigh bar, entitled "Lives of Distinguished North Carolinians, with Illustrations and Speeches." The subjects of this volume are: Davie, Macon, Murphy, Gaston, Badger, Swain, Ruffin, Bragg, Graham, Moore, Pettigrew, Pender, Ramseur, Grimes, Hill. There is an introduction showing the cause of the war between the states.

The NORTH CAROLINA JOURNAL OF EDUCATION welcomes such an enterprise. As the editor says in the introduction: "To publish what our sages and warriors have taught and fought for rises to the dignity of a duty." The book is a compilation of articles by different writers. The introduction says. "This book is written of North Carolinians by North Carolinians. Many of the writers are no less distinguished than their subjects, and these together give it local color, distinctiveness and personality."

A Christmas Memory.

HENRY JEROME STOCKARD, IN FUGITIVE POEMS.
(Copyrighted 1897.)

The hour is late, the fire is low,
And every winds from northlands' snow
Around the eaves are moaning;
A spirit roams the world to-night
From land to land, in silent flight,
As fast as flies the dawning.

The snow is tinkling through my blinds;
The owls, hid in the hooded pines,
Their dolorous greetings render;
Back into other years I steal—
A child, at mother's knee I feel
That gracious hand and tender!

I hear—and how my bosom swells!—
I hear the neighboring village bells,
Blent with the tempest's booming;
Out in the whirling snow I hear
The muffled tramp of nimble deer—
Old Santa Claus is coming!

The rockets mount with trails of fire
O'er roof and elm and lofty spire—
Up, up to skyward winging;
Thank God for Christmas! Man ne'er grows
So old but that he loves the snows,
And bells of Christmas ringing!

Journal of School Geography.

We recommend to teachers the *Journal of School Geography*, [published at Lancaster, Pa. Geography is generally the most poorly taught subject in the school course, and a journal may well be devoted to this one study and the proper teaching of it. No educational magazine has a stronger editorial staff than this. Richard E. Dodge, Professor of Geography, Teachers' College, New York City, is editor; and associated with him are: W. M. Davis, Professor of Physical Geography, Harvard University; C. W. Hayes, United States Geological Survey; H. B. Kummel, Assistant Professor of Physiography, Lewis Institute, Chicago; F. M. McMurry, Dean of the School of Pedagogy, University of Buffalo, N. Y.; R. D. C. Ward, Instructor in Climatology, Harvard University.

This journal is of special interest to North Carolina teachers now, as Prof Collier Cobb, of the University, has begun in the November number a series of articles on the geography of North Carolina.

This journal has just re-published from the NORTH CAROLINA JOURNAL OF EDUCATION Superintendent Howell's article on "Systematic Observations of the Sun."

The price is one dollar a year.

The Paymin Foe--A Chronicle of the Ninth Century

(Translated from the Latin of Philomeus Estonius.)

Without just cause or adequate provocation, a smaller state, which had but recently extended its borders and somewhat increased its wealth, once declared war against a larger friendly power. For many years this belligerent state ceased not to make violent assaults upon all the strongholds of the friendly and beneficent power which it had chosen to regard as its enemy; its emissaries made mighty efforts and used much persuasion in trying to stir up neighboring peoples to harry her borders, and to unite them in one mighty crusade for her destruction.

The young ruler of this state, filled with much zeal and gifted in the use of many winged words, lifted up his voice in all the borders of his kingdom, proclaiming the war to be an holy one, and declaring that the faithful should leave their usual occupations, set their houses in order and march to do battle. The enemy, he said, was paynim, and richly deserved the phials of all the angels of wrath. He further avowed this nation had grown fat on extorted tribute from his own and other people, as well as on the substance of erring ones, whom she daily enticed from the paths of righteousness, which lay within the sacred borders of his own and other provinces whose ill fate made them neighbors thereunto, and whom, having devoured their substance or added the same to her ill-gotten hordes, she gradually corrupted and lowered to the base level of her own native and benighted citizens. Even the poor who possessed no substance were, from mere wantonness of evil, lured to their destruction.

But after many years, it came to pass that the people began to perceive there had been much tumult and alarum, but that that which had been accomplished was quite little. No strongholds of the enemy had been demolished, neither had she been driven to spend her substance in retaliating warfare. Undisturbed, she had pursued her own course, confident in the loyalty of her citizens and friends. Moreover, the allies to whom appeal had been made for help were much engaged in cultivating the arts of peace and in perfecting their own schemes. They were, also, none too friendly to the growing power of this their zealous friend, and were somewhat annoyed because of his much restlessness. So they were slow to make with him an alliance, and refused to join with him in vexing the enemy.

Self-reverence, self-knowledge, self-control.
These three alone lead life to sovereign power.—
Tennyson.

It also began to be whispered among the people that the enemy was not paynim, neither was there any other cause apparent why they should make a league for her destruction. These whisperings caused many loyal citizens to murmur. Some of the bolder among them even demanded that a reason should be given for this outcry and for the waste of much valuable substance and time in fruitless warfare, ever distasteful to the lovers of nobler peace. They said, in public assembly, they considered it unfortunate and humiliating that they should be made to appear in the eyes of the nations as wishing the downfall of a friendly power, a people of their own kindred, whose faith was, after all, much like unto their own.

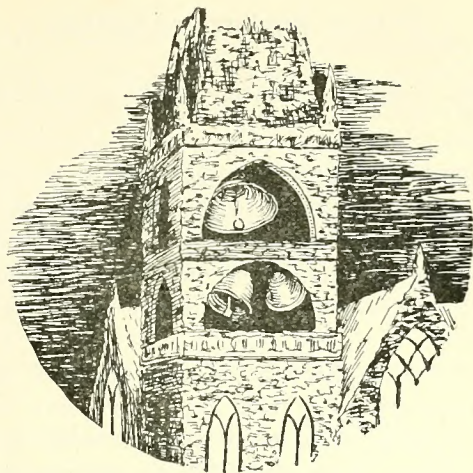
Now these disaffected ones were about to show displeasure with their ruler and other chief men, his trusted advisors, until it was made to appear that the war had only been one of glorious defense against a power that had in vain resorted to every vile means a paynim foe might devise, not sparing slander and false representation, to defame their state and to compass their destruction.

But these same loyal citizens were amazed that the news of this had not sooner been brought to their ears; and some doubted.

To show a child this and to tell it the other is not to teach it how to observe, but to make it a mere recipient of another's observations; a proceeding which weakens rather than strengthens its powers of self-instruction, which deprives it of the pleasure resulting from successful activity, and which generates that indifference and even disgust with which these object lessons are not infrequently regarded.—*Herbert Spencer.*

Take care of the poor boys and girls of North Carolina. Give them sympathy and help, open our churches, our school-houses, our colleges, and our university to them whether they are able to pay or not, and both the church and the state will be safe in the years to come. The church or the school that turns them away will find too late that a serious mistake has been made.—*North Carolina Christian Advocate.*

Science is organized knowledge; and before knowledge can be organized, some of it must be possessed. Every study, therefore, should have a purely experimental introduction; and only after an ample fund of observation has been accumulated should reasoning begin.—*Herbert Spencer.*



Ring Out Wild Bells.

ALFRED TENNYSON.

Ring out, wild bells, to the wild sky,
The flying cloud, the frosty light:
The year is dying in the night;
Ring out, wild bells, and let him die.

Ring out the old, ring in the new,
Ring, happy bells, across the snow:
The year is going, let him go;
Ring out the false, ring in the true.

Ring out the grief that saps the mind,
For those that here we see no more;
Ring out the feud of rich and poor,
Ring in redress to all mankind.

Ring out a slowly dying cause,
And ancient forms of party strife;
Ring in the nobler modes of life,
With sweeter manners, purer laws.

Ring out the want, the care, the sin,
The faithless coldness of the times;
Ring out, ring out my mournful rhymes,
But ring the fuller minstrel in.

Ring out false pride in place and blood,
The civic slander and the spite;
Ring in the love of truth and right,
Ring in the common love of good.

Ring out old shapes of foul disease;
Ring out the narrowing lust of gold;
Ring out the thousand wars of old,
Ring in the thousand years of peace.

Ring in the valiant man and free,
The larger heart, the kindlier hand;
Ring out the darkness of the land,
Ring in the Christ that is to be.

It is not by learning, but by applying the rules that grammar is really known.—*Marcel.*

Primary Reading and Spelling.

EDWARD P. MOSES, WINTHROP NORMAL COLLEGE, ROCK HILL, S. C.

While it is much easier for a child to learn to read by the phonic method than by any other, there are, in the beginning, lions lying in wait for the teacher at almost every turn of the road. I desire to warn you against two of the most formidable.

(1) The teacher who uses the method successfully must go to the trouble to learn how to pronounce, with absolute accuracy, every word in every lesson. It is love's labor lost to try to teach letters as the signs of sounds if, while the signs remain constant from day to day and from year to year, the sounds themselves shift as the sands of the sea. I do not refer to the change in the pronunciation of certain words in the course of centuries, as the change from *hit* to *it*, from *knife* to *nife*, from *light* to *lite*, and from *jine* to *join*, but to such unauthorized and unreasonable liberties as we teachers are often apt to take with English speech. If we, whose hair is turning gray, cannot learn tricks of speech which are new to us sufficiently well to display them in our daily conversation, we can at least for the sake of the good we may do, go to the trouble to find out what is correct, and teach that by precept if not always by example.

The incorrect pronunciation of English words is one of the most fruitful causes of poor results in the teaching of reading and spelling. No teacher has the right to consult his own whims or prejudices in this vital matter. In fact, a teacher in his teaching has no more right to ignore the authority of the lexicon in the pronunciation of words than in the spelling of words.

How can we hope to teach children the close connection between letters and sounds so long as we permit them to read the beginning of the second line of *Evangeline* (bearded with moss) berdid with maws? Once I went into a school of first-year pupils just as the teacher dictated "clawth" for the children to write upon the blackboard. They very properly wrote c-l-a-w-t-h. I requested her to dictate the word cloth, whereupon every little fellow promptly wrote c-l-o-t-h. I was glad to see that they were in dead earnest in their efforts to write words by sound. If the teacher will lead the children to see that letters have really a great deal to do with sounds, and

will be very careful to speak the words correctly and require her pupils to do the same thing before they attempt to write the signs of the sounds, she will not longer be sick at heart over the sight on the children's papers of such forms as *seperate*, *chimbly*, *festible*, *less* for let's, *uster* for used to, *the ceaving* for this evening, &c.

But I repeat that to be sure that every word spoken is correctly spoken requires a world of care and toil.

(2) The next difficulty in the way is the opposition of many parents to correct English speech. Among this number I can count some of the best and most intelligent people of my acquaintance. I will mention three instances out of many. One gentleman told me that he took his children out of my school because we taught them to speak like Virginians! As I have already stated we used Stormonth's English Dictionary as our guide. Another gentleman told me that he had instructed his boy to call a dawg a dog at school because his teacher insisted upon that pronunciation, but he added that he had warned the youngster that if he ever heard him call a dawg a dog at home, he would give him a thrashing. Of course he was jesting—in part. The third case is that of a lady who has sent at different times as many as five children to school to me. Time and again, she has interviewed me in regard to the pronunciation of the English r. She protests vigorously against giving six sounds to the word *farmer*, insists that there are only four sounds in the word, both r's being properly silent, and declares that she is uncompromisingly opposed to having *her* children taught to speak like Yankees! I have appealed to reason, to the English lexicon, and to the authority of all the great teachers I can think of who are on my side, but none of these things move her. The case is a peculiarly distressing one to me, as the little innocents over whose heads this controversy has been waging for a decade are my own children, also, but I have not yet surrendered, and I trust this public confession of my own woes will not only serve to strengthen the faith of some of my fellow-teachers in their trials, but will also give me grace to endure unto the end.

Spelling, which is simply writing arbitrary characters for the sounds, preceded reading in the history of the race, and it should precede reading in the education of every child. A teacher of a second grade in one of the public schools of Boston naively stated in a recent number of a school

journal, that spelling was not taught until the second grade i reached—in Boston. So much the worse for Boston. I wonder if Ben Butler, when he was governor, and James Russell Lowell and Edward Everett Hale and Henry N. Hudson and Charles W. Eliot knew this fact when they were speaking their minds so freely about the public schools in their vicinity.

Spelling, if properly taught, is much more valuable as a means of discipline than reading. In reading by sound the child merely gives utterance to what others have built; in spelling by sound, he builds the words of his language, one by one, for himself. Moreover, spelling by sound is exceedingly interesting to a child, because it gives him something to do with his hands. The best way for a man to understand a machine is to build one, and the best way for a child to learn a written language is to construct that language.

How shall a child be taught to build words for himself? As Joseph Payne has declared a textbook in elementary science to be an impertinence, so every phonetic word in a spelling book which is placed before a child's eyes to be "studied" and then reproduced is an impertinence.

We will suppose that the child has been taught, as has been already explained, to separate short words into their elementary sounds, and that he has a proper conception of the use of these sounds. Select a simple word like bat, ask him to separate it into its elementary sounds, and show him the three letters (b, a, t) that represent the three sounds. When he has learned these three characters, as the representatives of the three sounds in bat, he will be able to write tab at the teacher's dictation without help from her or from a book. If the letter *p* is then shown him as the representative of the *p* sound, he can write, also by his own efforts, pat and tap. When he knows *n* as the representative of the *n* sound, he will be able to write, unaided, nan and nat, and nab and nap, and tan and pan. By the use of the vowel *a* for the *a** sound and the single consonants b, t, p, n, r, g (hard), d, m, s, f, h, l, c (hard), j, v, w, and y, he can write at least sixty English monosyllables. The addition of one more vowel, *o*, for the *o* sound will enable him to write forty more words. The vowel *u* for the *u* sound, *i* for the *i* sound and *e* for the *e* sound will add at least one hundred more. Thus the child will readily be put in the way of creating literally for himself more than two hun-

dred English words—a greater number than some advocates of the word method would have the children attempt to learn even to read the first year of school. There will be found few children who cannot write, in the manner I have described, these words within three weeks after they have learned the sounds. Of course, as the days go by, the ability of the little children to write the words will rapidly increase, until, at the close of two months' or ten weeks' instruction, the pupil should be able to write from fifty to seventy-five words a day.

I do not think that it is well for the pupils to read any words except those which they themselves have written until the end of about three months in school, and I strongly advise that this course be pursued. Of course I do not think that this advice will be followed, or should be followed, by any teacher who believes that it is better for a child to read words which others have written rather than make written words by the exercise of his own powers. In fact, it is wrong to teach a child to spell by sound alone if it is inadvisable to teach a child to do by doing. In the course of three months from the beginning of school from one thousand to two thousand words should be written.

Referring to the words which I have mentioned as proper for children to write, I am sometimes met with the objection, on the part of some teachers, that they do not wish their pupils to write such a word as nag. They prefer, we will say, a fine, high-sounding word like Bucephalus, Alexander's horse, to such a homely old English word as nag. To this I reply that if I didn't wish my little folks to write nag I just wouldn't let them write it. As for Bucephalus, even if I wished them to know that grand word I think I should wait until baby's fingers were a little longer.

When the children have written phonetic words for three months they should read from book, or leaflet, or blackboard phonetic words printed in columns according to phonetic analogies. It is wise and humane to permit them to spell out these words by sound just as long as they desire to do so. If there were to-day no written language in the world and some man tomorrow should invent letters and explain to me the connection between his letters and my speech, and ask me to try to make out the words he had written, would he not permit me to spell out his words by uttering one sound at a time? Would he not be a very poor

* The short sounds of the vowels is meant.

teacher if he did not permit me to learn his words in that way? But if he should tell me, in a menacing tone, after I had spelled out, with great difficulty, a few of his words that I must spell no more, but speak the words directly I saw them, would I not have cause to think him unreasonable and cruel? He might be sure that I would not take the trouble to sound out his words any longer than I found it necessary, and of my own ability in this direction I would be a better judge than my master.

Nevertheless, often before a little child gets his balance, so to speak, while he is still wabbling with all the uncertainty and terror of a beginner on a bicycle, he is told to sit up straight, look away ahead, not to run over the stops, and, above all, to get his "expression" right. Time and nerve force and money enough have been wasted on getting proper "expression" from little children in reading to double the power and value of our primary schools. Where on earth can be found a greater farce than the performance in school of the pert little miss who declaims with flashing eye and in airy tones: "See the pig. See the black pig. See the black pig eat the corn." Think of all the toil that has been undergone to reach such a pinnacle of folly. The only question as to results in reading in primary schools should be, How much good literature may the child be taught to read understandingly in a given time?

For several months after children begin to read they should read phonetic words only, until they are made fairly well acquainted, through numerous examples, with the leading principles of English orthography. I do not see how it is possible to teach the language by sound if unphonetic words are early introduced. Every such word is not only a stumbling-block to the child, but it weakens his confidence in his teacher and in his own power to make out words for himself. For example, if you have taught your pupils that silent *e* final lengthens a preceding vowel what are they to believe or do when the first words of this character which they meet in their reading are the words *one* and *some*?

Boys are not taught the first declension in Latin by being set to learn the paradigms of *dea* and *filia*. It does not seem to be the part of wisdom to attempt to teach the laws of any language by beginning with the exceptions.

[TO BE CONTINUED.]

First and Second Grade Geography Lessons Which Center Around the Weather Chart.

MISS M. W. HALIBURTON, STATE NORMAL AND INDUSTRIAL COLLEGE.

Rightly taught, geography becomes more and more the most fascinating story-book that "Nature the old nurse" ever opens for the child. While conning its introductory pages, he may use his weather chart not only for recording the results of his daily reading, but also as a marker to keep his place. This will allow him to read each lesson when Nature herself is best prepared to illustrate and impress it.

The teacher who wishes to center her work around the weather chart will find it a convenient arrangement, to number the columns and tabulate certain lessons under each number. [See November JOURNAL OF EDUCATION, page 22.] But the order in which these lessons are *given* should not depend upon the numbers.

For instance, the teacher will prepare her lesson on "Work of Frost" and note it under the number "5" to show that it comes under the head of "Dew or Frost;" but she will not give it until the effects of that silent force may be shown.

She will make ready her lessons on snow and place them with the others under that head in column "8," and wait until, "Out of the bosom of the air," the thoughts she wishes to "take shape" come "slowly in the silent syllables" of the snow-flakes themselves.

We have seen that the little six-year-old children will soon learn to name the days of the week, and that the names of the months may be taught while having talks on the seasons.

Second grade children should be taught the number of days in each month. The well known rhyme "Thirty days hath September, etc.," being very helpful when memorized. Counting on the knuckles is easier learned and more helpful. Begin by counting January on the knuckle of the first finger, February between that and the knuckle of the second finger, etc., returning to the first after reaching the little finger with July. The months counted on the knuckles have 31 days; those counted between the knuckles have 30, except February.

Children should have the Roman figures from I to XII, and a drill in counting by fives, until these are known. Then they are ready to learn to read

the time piece, and to find that sixty minutes make an hour and twenty-four hours a day and night.

The lessons under numbers "1" and "2" in columns marked "Day" and "Date" will be:

Days of week,
Names of months,
Names of the four seasons, and
Talks on the phenomena of the season present,
The number of days in each month,
Roman figures from I to XII,
Counting by fives to sixty,
Telling time by clock,
Sixty minutes in an hour,
Twenty-four hours in a day and night.

Before the children can read figures so as to understand the degrees marked upon the thermometer they can learn its use by being allowed to watch the behavior of the mercury. But first they should be taught to use correctly the expressions, "warm," "hot," "cool" and "cold," in describing the impressions upon their own feelings.

After they have in this way told for a week or two what must be written on the chart, show them a thermometer. One with red mercury is best for the little ones. Let the children measure how high the mercury stands when first brought into the room. Leave it near the fire for awhile and measure again. Place it outside the window, afterwards measuring distance of mercury from top again.

Let children discover for themselves that the thermometer is a "heat measurer." After this tell the story of Fairy Mercury, found in Mary Howliston's "Cat Tails and Other Tales."

Second grade children, being able to count readily by twos and knowing figures, should find no difficulty in reading the thermometer. One of the kind used for testing milk should be given these children, so that they can experiment in taking temperature of water of different degrees of heat. Let them plunge it into melted ice, and read the degrees of temperature; afterwards in boiling water, and read, thus finding how cold water must be to freeze, and how hot to boil. When they come to study dew, absorption, radiation, etc., they will apply this knowledge, and will experiment further with the thermometer.

The thermometer should be taken on field lessons, and the temperature of soils in damp and dry places, in sunny and shady spots, and on the northern and southern slopes of hills should be taken. Thus, under "Temperature," in column "3," we have lessons on:

Correct use of terms "warm," "hot," "cool" and "cold," gained from children's own sensibility.

Use of thermometer,

Story of Fairy Mercury,

Reading of thermometer in air, water and soils.

French and German in the Schools.

PROF. WALTER D. TOY, UNIVERSITY OF NORTH CAROLINA.

In teaching modern languages in the schools, the best results will be obtained by beginning with young pupils. We have suggested ten years as the proper age for the beginner, and this recommendation cannot be repeated too often. But in many of our schools it will also be found expedient, especially at the present time, to form classes of somewhat older pupils, who will not remain at school longer than two years. We have in mind boys and girls of fourteen and fifteen years of age.

For such classes the attainments already made in other subjects, frequently in other languages, and consequently somewhat definite habits of study, will allow the instruction in German and French to proceed somewhat more briskly than in the case of very young children.

Here it will be necessary to begin at once with a text-book for the grammar, instead of a long, oral introductory study. But let the teacher carefully avoid giving his instruction a purely theoretical character.

At each lesson a short time should be spent in oral practice for the purpose of training the ear and the vocal organs. In these languages the habit of trusting solely to the eye gives very unsatisfactory results. As the pupils are at first naturally timid in making the foreign sounds, it is well to do careful work at the beginning in explaining the pronunciation of the letters, passing then to syllables, and finally to words. This drill must be continued until all the combinations are thoroughly mastered. It will be found helpful to let the class go through lists of words containing a similar syllable, after the manner of those found in Moses' *Phonic Reader*. If the value of the letters in syllables is not perfectly familiar there will always be hesitation and uncertainty in pronouncing new words.

For grammar it is desirable to use such books as afford practical drill in connection with a systematic exposition of the usages of the language. We recommend, therefore, *Collar's Eysenbach* for

German, and Chardenal's *Complete Course* for French.

The class should learn thoroughly the short grammatical material placed at the head of each lesson, and then be able to give the sentences orally as well as to write them correctly.

It is good practice for the teacher to read aloud the French or German exercise and let the pupil render it into English without seeing the book, or better still, make a fitting reply in the foreign language, if the sentence has the shape of a question.

Short dictation is also invaluable. For this the teacher should first pronounce a sentence deliberately, and then repeat it in the usual conversational manner. After the pupils have written the dictation exercise the papers should be corrected and returned with comments. This exercise may be given once a week.

In two or three weeks after beginning the study, the class may be introduced in a simple way to the verbs; first, to the regular conjugation, and later to the irregular. This introductory survey of the verb (which need not interfere with the other grammar lessons) is to be continued until the ordinary tenses of the regular conjugation are understood. Two or three weeks will give a foundation sufficient to begin reading. At any rate let the reading begin as soon as possible. But short reviews of verbs must be continued, and in the course of the reading the teacher may point out important points about conjugation, until the tenses become familiar. There will be an opportunity later to make a systematic study of the verbs. We have suggested this introductory survey merely to allow reading to begin.

In the first few lessons in reading, the teacher may give a good deal of assistance, and the lessons need not be long. In the meantime, the study of the grammar is going on regularly, occupying about one-half of the recitation period. There should always be a short written exercise each day.

For translation into English we suggest Super's *French Reader* and Joynes' *German Reader*. In translating, let the pupil first turn the sentence into English and then read it in the foreign language, pronouncing after the teacher at first. This plan will make the reading of the foreign words more intelligent.

A large mass of valuable instruction can be thoroughly given by briefly commenting upon the text, asking a question and, if necessary, quickly

giving the answer. Repeated and spirited reference to these points will make them very familiar. As illustrations may be cited: the principal parts of irregular verbs, the inflection of separate tenses, the declension of nouns in German, the use of the auxiliaries *to be* and *to have* in compound tenses, etc.

With five recitations per week in this manner we may, in a session of nine months, work up thoroughly the elementary grammar and about two hundred pages, 12 mo., of prose. But our purpose is not speed. It will be wise to make reviews of the grammar from time to time, and never force the class beyond the point of ready assimilation. Rapid progress will be easy if each lesson is thoroughly understood.

Elementary Arithmetic.

PHILANDER P. CLAXTON, NORMAL AND INDUSTRIAL COLLEGE, GREENSBORO.

Second Step.

Our system of enumeration is a decimal one. We count by tens and no progress in arithmetic can be made until this is understood. So the next step after having developed the number sense and formed definite concrete number concepts, by the process given in the November JOURNAL, is to learn to count by tens; and this should be so thoroughly done that the child will ever after picture to himself numbers arranged in groups of tens, the tens into larger groups of ten tens, or hundreds, these into groups of ten hundreds, etc.

At first this may be a little difficult for the child; but the teacher should not grow impatient. Every beginning is difficult; and a little careful, patient labor now will save a great deal of helpless inability later.

Give to each child a bundle of counters and ten small elastics. Square splints an eighth of an inch across the end and four inches long make the most convenient counters. These can be had of any kindergarten supply house at ten cents a thousand, but children and teachers can easily make a good substitute. The straws of the broom-sedge cut into equal lengths make excellent counters. Let the children count off these into groups of tens, putting an elastic around each splint to hold the counters together. The children may work in concert, counting aloud, thus: One, two, three, four, five, six, seven, eight, nine, ten; one ten,—ten and one, ten and two, thirteen, ten and

four, fifteen . . . ten and nine, two-tens (twenty)—twenty and one, twenty-two, two-tens and three, twenty-four . . . three-tens (thirty)—thirty and one, three tens and two, thirty-three, etc., to ten-tens (one hundred.)

Let children see that -ty at the end of twenty, thirty, etc., is only a brief form of ten; that twenty is just twain-tens; thirty, three tens, etc.

When one hundred has been reached, put the ten tens together and put a larger elastic around them. The children must learn to regard this larger group as a one, or a unit—one hundred. So must the tens be seen as units—ones of tens. Taking the elastic off the large group, the children count the tens:—one-ten; two-tens, twenty; three-tens, thirty; four-tens, forty; etc. Children do not always see that tens follow in the same order of counting that single things do.

The teacher now makes marks on the board with the flat side of a piece of chalk, grouping the marks into tens, while the children count.

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* * * * *
* * * * *
* * * * * etc.
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The children do the same on their slates or on paper. The purpose is to bring the children to see the tens as separate groups or units. The children hold up their ten fingers, making so many groups of tens. Group the children in the room into tens, the desks, the planks in the floor. Go out doors and count into tens the palings in the fence, the boards in the side-walk—anything, everything. Measure off a distance by feet, yards or paces and group these into tens.

Now make a few lessons in counting by tens and ones: two-tens and five, four tens and two, sevens tens and six, etc., showing the counters. Follow this with an exercise in which the children show you, with the counters, the tens and ones in thirty-two, seventeen, eighty-four, ninety-three, etc. Before leaving this the children should be able to visualize clearly in tens and ones any number up to one hundred—to see the groups with their eyes closed.

This accomplished, take the groups of hundreds and put them into larger groups of ten hundreds—into thousands. Now count by ones and tens and hundreds, using counters. Let children show you, with counters, three hundred seventy-five, five hundred ten, nine hundred five, etc. Let children count things out doors until they can see large numbers as groups of hundreds, tens, and ones, and

form some estimate of them. This will give power in solving problems later, and is, besides, of great practical value.

Many simple problems may now be done in addition, subtraction, comparison, multiplication and division, counting as indicated in the first step. Twenty-three counters and forty-two counters are how many? Putting the ones with the ones and the tens with the tens, the child finds that he has six tens and five ones—sixty-five. Two hundred forty-three and six hundred twenty-five are how many? Four times twenty-one are how many? Divide ninety-six into three groups, beginning with the tens. No problem should be given involving the breaking up of groups of hundreds into tens or of tens into ones. Several weeks spent on this second step will save as many months later.

Third Step.

Having learned to count as indicated in the first and second steps, the next step is to learn to write numbers, using figures.

Holding up one counter show how "one" may be written easily, 1; the same for "two," "three," etc., to "nine." Showing the empty hand, write for children the number of counters you hold, 0. Drill on these. There are no other figures but these ten; what shall we do? Lay two tens and eight ones side by side. Show how these may be written, 28—the figure 8 showing how many single counters there are; the 2 to the left of it, showing how many tens there are. The 2 stands for two, just as much as if it stood alone. Two of what? Treat other numbers the same way until children understand. Then give them numbers to be written, the children visualizing them. Hundreds may be treated in the same way; the children discovering for themselves that a figure standing alone indicates single things, or units, when in the first place to the left it indicates groups of tens, in the second place to the left, hundreds.

[TO BE CONTINUED.]

If we wish to escape from the tendency to become bigoted and narrow minded which there is in every human being; then we must acquire something of that inductive habit of mind which the study of natural science gives. It is after all, as Prof. Huxley says, only common sense well regulated. But then it is well regulated, and how precious it is if you can but get well at it.—*Charles Kingsley.*

Saving Time.

MISS ANNIE PITTMAN, GREENSBORO CITY SCHOOLS.

The successful teacher must have an ever present idea of the value of time, and must know how to avoid wasting time in the school-room. For the young and inexperienced teacher this is a difficult lesson, and often most of the time of the daily session is lost.

Time is wasted in unskilful questioning, in hesitating and beating blindly about, not knowing how to approach in the quickest and surest way the important parts of the lesson, in distributing tablets and copy-books, in sharpening pencils, etc.; all of which gives an opportunity for the beginning of disorder. This is especially true in the primary grades. The attention of the little children is naturally desultory and wandering. Their minds are ever leaping from one thing to another, and it is difficult to keep them interested in any one subject. Therefore, there should be no intermissions, however slight, except for singing and physical exercise, both of which save time because they are refreshing and enable the children to do better work. But even these should be done with precision and uniformity. The best antidote to inattention and disorder is found in keeping all the class, every child in it, thoroughly busy.

The greatest waste of time and the most fatal mistakes are in hesitation. If one would hold the attention of the class, one must never hesitate. She who hesitates here is lost. But how can this fault be overcome? The teacher must love her work and put life into it. Her enthusiasm will be caught by the children. She must also know, before she enters the school-room, just what she intends to teach and how she will go about it. To do this will require a careful study of the lessons to be taught and a well prepared plan of the day's work and of each lesson. The lesson plans should be written out, from day to day, in a book kept for that purpose. These need not be followed slavishly; they should serve only to enforce a definite plan and method of procedure. The subject must be so well known that the teacher will have little or no need of the book during recitation. I have found it better to dispense with the book altogether in history, geography, arithmetic and some other subjects. The lesson then becomes more real to the child, losing its bookishness in the teacher's original manner of handling it.

The teacher must be a liberal reader, ever gath-

ering fresh and interesting matter and possessing a fulness of knowledge of the subjects taught. She must study closely the mental condition and habits of each child; and she must have skill in handling the most useful devices.

Learn to save time, and many of your difficulties will disappear.

A School Journey With a Class From Dr. Rein's Practice School.

PHILANDER P. CLAXTON.

[From the State Normal Magazine, by Permission.]

One of the most interesting features of the German schools is the many outings made by teachers and pupils for the purpose of studying the surrounding country, and gaining by direct observation material for future lessons in the school room. These outings are of two kinds; short excursions in school hours and on the afternoons of half holidays—Wednesdays and Saturdays—and the longer excursions at Easter, Whitsuntide and other holiday seasons, and in the short summer vacations. The short excursions, from one to five hours, have each a definite purpose, fully explained in previous lessons. They form no unimportant part of the weekly program, and are so arranged that at the end of the eight compulsory school years the child has seen and studied in all its phases the country immediately surrounding its home.

The longer excursions, not less systematically arranged, sometimes extend over hundreds of miles, and occupy a week or more. A description of one of these will show the nature of all, and illustrate some important features of German teaching.

When I arrived in Jena, in May, 1896, I found the second class in Dr. Rein's practice school preparing for a Whitsuntide excursion across the Thuringian forests to the Rhoen mountains and the sources of the Fulda river, and was invited to join the party. This class of eleven boys, nine to ten years old, had, the preceding summer, made an excursion through the Hartz mountains and the region of the Brocken.

For weeks, daily talks had been made by Principal Lehmensick and others, preparing the minds of the children for this excursion. The places to be visited and the routes of travel were located on a large wall map. The children told what they already knew of this part of the country, compar-

ing it with other parts previously visited. Certain topics of surface, soil, climate, products, mines, occupations of the people, their conditions and manner of living, roads, public buildings and grounds, ruins, etc., were fixed upon for study, and the best means of investigation discussed. The boys were aglow with anticipation, and eager for the trip.

May 27th, at 6 o'clock, the party, eleven boys and twelve teachers, leave Jena on the Weimar train. Of the teachers, three are masters in the practice school, three are from England, three from America, one from Bulgaria, and two are German students. Each boy carries, strapped across his shoulders, a large military-looking pack, which, in true military style, he will not lay aside except when we stop for meals or for the night. We are to be out full five days, and most of the time these boys will march, in single or double file, over the fields, through dense mountain forests of beech or pine, or along the broad highways, keeping time to the music of "In the Fresh Green Woods," "The Lovely May," "The German Father-land," "The Watch on the Rhein" and other favorite songs, sung over and over again many times by children and teachers. All Germans sing, and they sing on all occasions.

Our first stop is an hour at Weimar. The boys march over a beautiful, shaded street to the large square on which stands the museum. They notice the elegant houses and well kept gardens. One of the finest of the buildings, they are delighted to find, is a public school. In the museum square they point out with great accuracy the changes made since they were here a year ago. Having begun to dig into the gravelled walk with his cane, a boy is sharply reprov'd by Mr. Lehmensick, who reminds him that a poor laboring man must repair the damage—what if that man were the boy's father? German people soon learn to respect public property and the property of others. Near the station, the boys inspect a monument to the Weimar soldiers who took part in the war of 1870-'71. They read the patriotic legends and study the fine grouping of figures. Standing on the broad terrace before the fine stone front of the railway station and looking out over the well-paved streets and carefully kept lawns and flower-beds, the boys are told this entrance to the city is like the reception hall in a home, by which one may know the tastes of the people. I thought of the station at Greensboro, and in many another American town.

Our next stop is at New Dietendorf, a Moravian village, with many features like those of our own Salem. We visit the cemetery with its simple grave-stones so tastefully uniform in style. In the church, the boys sing to the accompaniment of the organ, and bow their heads while Principal Lehmensick prays that God, who created the mountains and directs the winds, may direct and protect us on this journey. The German teacher misses no opportunity to give a religious lesson. From the church, we go to the cinnabar works. Making cinnabar is the chief industry of the place. The men, in bright vermilion from head to foot, as a miller is covered with the dust of his mill, come to the doors and windows to let us see them and to answer our questions about the manufacture and use of cinnabar, and especially our questions about the unhealthfulness of the trade.

From New Dietendorf we go, again by rail, across a low range of mountains, through a long tunnel and down a rapid little stream in the Thuringian forest. Many interesting bits of scenery and a number of old castles are discovered, and the boys are busy with eye and tongue. At Saltzburg, across the Bavarian border, we climb the high Saltzburg hill, to the ruins of an old castle where the Saxon chief Wittekind submitted to Charlemagne. Standing in its courts, the children are told the story of the surrender. They are also told how the monks got possession of the castle when, about the year 1000, princes were mortgaging their estates to make pilgrimages to Jerusalem, there to await the end of the world and the coming of the Lord. We go through the ruins, searching out the various halls and examining the different styles of architecture of the parts built at different periods. Standing in the old festal hall, the boys sing a familiar song of walls in ruin, silent halls, and flying clouds.

Returning by some salt springs and baths, we pass through the town of Neustadt, visiting the house in which Luther's mother was born. On the top of the chimney of a house near it is a stork on its nest—a new sight for the boys. This being their first Catholic town, the boys note especially the large number of crucifixes, and statues and pictures of the virgin on the walls of the houses and at the street crossings. They are asked to take off their hats in the presence of the principal of these, and told they should always respect the feelings of those of a different faith. We also examine a portion of the old wall of the town.

From Salzburg, by narrow-gauge road, to Bischofsheim, a mountain town, old and poor and dirty. After marching and singing through the streets till dark, we put up at a little inn and get supper, including a liberal allowance of Bavarian beer. After supper we go for another march through the streets, stopping to listen to the musical splashing of a fountain of clear, cold water from the hills, and to admire the loveliness of the mountains, bathed in a gentle mist, shot through with the soft light of the moon. Of course, the boys sing again an appropriate song.

The boys sleep on straw at the inn, the teachers on beds—as will be done each night of the journey.

After an early breakfast we tramp up the mountains to a brown-coal mine, and see the miners at work. In the mines we gather specimens of the lignite, in all stages of development, from the scarcely changed logs of wood to true bituminous coal. The formation of coal is explained, and this coal is compared with that used in the boys' homes. The miners are questioned as to their daily wages, which the children compare with the wages of their fathers in Jena. Near the coal mine, we go through the long underground galleries of a mine from which is taken the black-earth used in making shoe-polish. On the way back to Bischofsheim we come upon a stone-quarry, and see a crusher at work crushing and assorting stone for the roads. A lesson is given on the stones most useful for this purpose. The boys are also much interested in the swinging cars which carry the crushed stone, high in the air, to the railroad a mile away. A similar arrangement of cars suspended on an endless rope has been seen near Jena. Next we visit a wood-carving school, and see the work of the pupils. The boys are permitted to buy small pieces as mementoes and for presents to their parents or friends.

After dinner at Bischofsheim, we tramp across the mountains, through magnificent beech forests, all planted and cared for by the state, to Kreutzfeld, on a mountain plateau, where "it is winter nine months in the year and cold the remaining three." The temperature is many degrees lower than it was on the plain below. The night is spent in the large stone-built hospice kept by German Catholic monks, who wear the costume of the monks of Luther's day. We eat in the large bare refectory, and are served beer brewed by the monks in their own cellars. After early mass next morning one of the monks shows us, with much

pride, a beer-barrel holding 300 gallons. The four ladies of our party are not allowed to enter the hospice, and are cared for in an inn near by.

On top of the mountain, just in front of the hospice, stands a group of three gigantic crosses, the central one seventy feet high. These serve as a beacon to the country around, and give its name to the mountain. We visit the crosses, and climb the neighboring watch-tower for an extensive view of the country in every direction. We pass the seven stations to the cross, arranged along the side of the hill, and stop before a statue of St. Killian, the patron saint of the hospice. The children are told his story, and the story of the founding of the hospice.

From the hospice a rapid march of ten miles brings us to Schmalnau, where we arrive just in time for the train going to Fulda. On the march the boys give attention to the different kinds of forests planted on different parts of the mountains and on different soils. The long, winding line of stones marking the boundary between Prussia and Bavaria is pointed out. We stop to see some road-making, and note the poverty of all this mountain region. Men, women and children are at work on the road, the women breaking stones and carrying them in great baskets strapped on their backs. All appear half-fed, are poorly clothed and wear wooden-shoes. The boys also note the opposite direction of the streams after crossing the divide at Kreutzfeld.

In Fulda, we climb 120 feet to the top of a church tower, for a general view of town and country. We walk around the walls of a splendid new convent, and see the many crucifixes, virgins, saints and martyrs. We enter the new cathedral, modeled after St. Peter's at Rome, and see its statues of the twelve apostles and its rich crypt. Near the old abbey in the center of the town we read the legends on the pedestal of the statue of St. Boniface, "*St. Bonifacius Germanorum Apostolus*," and "*Verbum Domini Manet in Aeternum*," and the boys listen to the story of St. Boniface (the English Winfried), the founding of the abbey in the eighth century, and the conversion of the Germans to Christianity.

On the fourth day, we go by train over a winding road to Bebra, passing the famous Biberstein castle. From Bebra we climb to the top of the Milseberg, one of the highest of a large group of "Kuppen," or cup-shaped mountains spread over this part of the country, each rising alone from the

level of the plateau. The entire day is given to a study of this mountain and others like it. We note the coarse, black soil, formed from the igneous rock which constitutes the core of all these peaks, the splitting of the rock by the weather and the roots of the trees, the great heaps of debris at the foot of the high cliffs, the winding valleys between the peaks, the forests crowning all these "Kuppen" and the reasons for planting them here, and much else of the same kind. On top of the Milseberg, is a small chapel with an out-door pulpit, to which the people around make pilgrimages at certain times. These pilgrimages are described, and the religious reasons for making them. We visit a hermitage, situated on an outlying spur of the mountain, and the boys listen to a story of the hermits of the early centuries.

Late in the evening, we reach the miserable little village of Abtsroda, and spend the night in a dirty little inn. On Sunday morning, we ascend the Great Watercup (Grosse Wasserkuppe), and find, in some marshes and small springs, the sources of the Fulda. From the top of this mountain one may count forty or more towns and villages.

About ten, we reach Waestensachsen, where we remain some hours to see a religious procession. The people, dressed in their quaint peasant costumes, are gathering from the neighboring villages. The streets are strewn with flowers. At the ringing of the bells, the Christ and the Virgin are brought forth from the church, borne by men and by maidens clad in white. Preceded by a band of music, priests and officers of the church and followed by the people, the pilgrimage is made through the town and back to the church. At frequent intervals the procession halts before a temporary shrine, while the priest chants a mass and blesses the fields. I need not tell you our boys follow the procession and see what is to be seen.

When the procession is over, we visit a small synagogue, and then set out across the fields to the extensive Black and Red moors. Gathering some heather on the edge of one of these, we go on to Frankenstein, "the poorest village in Germany." Here the houses have thatch roofs, the grass growing green on top of some of them; and many are without chimneys. We see the smoke issuing through doors from fires built in the middle of the dirt floors.

On Monday, we walk many miles across the

mountains, catching distinct views of many places already visited, and passing the boundaries of two or three states. At one place, we see great bales of cork, shipped here to be made into corks for beer bottles; at another, we see a pipe factory; at still another, toys are made by the poor people for a neighboring factory. About noon we take the train for Jena. At Salzungen, a health resort where there are salt baths, we eat our lunch on the veranda of a large, fashionable hotel. At Eisenach, we march to the Luther monument in the great square, and get a glimpse of the Wartburg, where Luther was concealed after the Diet of Worms and where he translated the Bible. At 10 o'clock, we are again in Jena, where we are met by the parents and friends of our boys and by other boys of the Practice School. Some of these last have remained at home, to meet and entertain a class of boys from another town, whom they had visited the year before, and who are now repaying the visit as they make an excursion through this part of the country, probably walking over the Jena battle field.

This is, after all, but a meager account of the journey. But enough has been set down to show the nature of the excursion and help you to form some estimate of the wealth of material gained for future lessons in the school-room. Remember that a class of children accomplishes a dozen or more of these longer journeys and scores of the shorter excursions while in the elementary schools, and you may then form some estimate of their educational value in giving a real knowledge of the country and in preventing much of the teaching from degenerating into mere word cramming.

[In following numbers of this journal, I will give experiences and observations of an educational tramp through England, Scotland, Germany, France, Switzerland, Italy, Denmark and Sweden. P. P. C.]

Get rid of the notion that the human mind is a mere bag to be filled with knowledge. Get rid of the notion that a boy is an ingenious automaton, that may be made to go through certain motions to please Her Majesty's Inspector at the end of the year. Recollect that he has an imagination that is hungering to be fed with stories about his fellow beings. Develop and nourish this faculty with narratives from history, biography and general literature.—*David Pryde.*

Each generation of children begins the world anew.—*Jean Paul Richter.*



SIMPLICITY—SIR JOSHUA REYNOLDS.

Three years she grew in sun and shower,
Then Nature said, "A lovelier flower
On earth was never sown;
This Child I to myself will take;
She shall be mine, and I will make
A Lady of my own.

"Myself will to my darling be
Both law and impulse: and with me
The Girl, in rock and plain
In earth and heaven, in glade and bower,
Shall feel an overseeing power
To kindle or restrain

"She shall be sportive as the Fawn
That wild with glee across the lawn
Or up the mountain springs;
And hers shall be the breathing balm,
And hers the silence and the calm
Of mute insensate things.

"The floating Clouds their state shall lend
To her; for her the willow bend;
Nor shall she fail to see
Even in the motions of the Storm
Grace that shall mould the Maiden's form
By silent sympathy.

"The Stars of midnight shall be dear
To her; and she shall lean her ear

In many a secret place
Where rivulets dance their wayward round,
And beauty born of murmuring sound
Shall pass into her face.

"And vital feelings of delight
Shall rear her form to stately height,
Her virgin bosom swell;
Such thoughts to Lucy I will give
While she and I together live
Here in this happy Dell."

—Wordsworth.

Some Things About Our Public Schools. II.

SUPT. D. MATT. THOMPSON, STATESVILLE PUBLIC SCHOOLS.

Under the present school law, the township committees have greatly enlarged duties, responsibilities and opportunities for usefulness.

Their first duty is to establish sub-districts in the townships, and when needed, to locate and build school-houses. The conditions in most townships make this a delicate and difficult matter; but it is none the less important, and must be done with good judgment.

As a rule, the school districts are too small; that is, the area is not large, and the number of children is too small to secure funds sufficient to maintain the schools for more than three or four months. These districts should be enlarged. In this the committees are meeting with much opposition—every man wanting the school-house at his own door—and they need to exercise great prudence. But their oaths and the efficiency of the schools demand that they shall enlarge the districts, at least to the extent of the requirements of the law. This should be done without show of fear or favor, and in the interest of the many. Enlarged districts means more money, enlarged facilities and better schools. In locating school-houses, wisdom and foresight are needed. The school should be near the center of the district, but always easy of access and on a public highway. The reasons are obvious.

There is much room for improvement in the character of school-houses, both in general appearance and in arrangement. In attractiveness and comfort they should, at least, be equal to the better class of houses. There is much educational value in a clean, comfortable school-room with neat and well-kept desks. I would advise every school committee, whether contemplating building soon or not, to secure plans and specifications

of buildings differing in cost and arrangements. Two suggestive pamphlets may be had for the asking by addressing the Bureau of Education, Washington, D. C. These are "School Architecture" and "Rural School Architecture." The Department of Public Instruction of Wisconsin publishes "Plans and Specifications of School-Houses for Country Districts." This is quite helpful and may be had at a nominal price by addressing the State Superintendent of Public Instruction, Madison, Wis. It is to be hoped that our own State Board of Education will have published, in the near future, something of this kind for general distribution among our school officers.

The second duty of the committee—the first in importance—is the selection of teachers for the schools. The same committee now selects teachers for all the schools in the township. This should be done with much care and after mature deliberation. All forms of personal favor and all political and religious partisanship should be disregarded. Here, if anywhere, there must be clean hands and devotion to duty. The future intelligence and prosperity of the townships depend on the action of the school committee in selecting the public school teachers more than on any other one thing.

Good teachers, backed up by the support and influence of capable committees, will insure good schools. Poor teachers, with the best surroundings, can only make poor schools. Good schools are cheap at almost any price. Poor schools are costly at no price. The good done in one term by the earnest, conscientious, capable teacher can not be estimated. Aspirations are quickened, and forces for good are set in motion, the influence of which will extend through all time.

We once taught our youths to make Latin verses, and called them educated; now we teach them to leap and to row, to hit a ball with a bat, and call them educated. Can they plough, can they sow, can they plant at the right time, or build with a steady hand? Is it the effort of their lives to be chaste, knightly, faithful, holy in thought, lovely in word and deed?—*John Ruskin*.

"The education of the senses neglected, all after education partakes of drowsiness, a haziness, an insufficiency which it is impossible to cure." Indeed, if we consider it, we shall find that exhaustive observation is an element in all great success.—*Herbert Spencer*.

What One County is Doing Under the New School Law.

DAVID L. ELLIS, SUPERVISOR OF BUNCOMBE COUNTY SCHOOLS.

On being called to fill the office of Supervisor of Public Schools for Buncombe county, I outlined the following policy:

1. To place a qualified teacher in every school in the county.
2. To secure a continuous annual session of six months.
3. To combine schools so as to secure to every school building an enrollment of at least two hundred pupils.
4. To build suitable houses and secure equipment for all schools.
5. To establish three training schools for teachers, taught two months annually.
6. To secure uniform free text-books for all public schools.
7. To make the minimum salary of teachers \$50 per month.
8. To establish a central high school of ten months' session in every township.

It is gratifying to state that several of these possibilities are now in process of realization. All teachers in the county are given a rigid examination test, not upon the bare facts of text-books alone, but upon the broad, higher ground of teaching knowledge, as shown by an acquaintance with methods and the history of education. A close and critical supervision of the schools during the present year will reveal vicious methods now in operation, and teachers known to be incompetent will not be licensed for further work. The test of merit and adaptability for school work, joined with teaching power, will be applied to all alike.

The Board of Education is in full accord with the spirit of progress, and public sentiment is for longer terms and for better schools. Indeed, it is the dream of our officials and the public to make Buncombe county the banner county in public school education, and to this end there is a common effort to promote all enterprises for the uplifting of the schools. Nearly all district committees are moving nobly to second every plan to unify and consolidate the schools, so that a few good schools may take the place of many inferior ones now in existence. One township committee, after my inspection, perfected a plan to establish a central high school to which all advanced pupils of the other schools may go when the four months' ses-

sions are closed, and to diminish the number of schools from eleven to five, even if it is necessary to convey the children from the remote parts of the district to the school houses at public expense. By reaching the limit of taxation, it is hoped that at least a five months term may be secured next year for every public school in the county.

A pressing need in the county is for suitable houses for the schools, and the people are aroused to this need, and are preparing to build the necessary houses by private subscription, after plans and specifications furnished by the Board of Education.

That our teachers may be better qualified for their work, it is necessary to establish schools for their professional training. It is proposed to locate three of these schools in the county, to be in session during the months of June and July, under the direction of six fully competent and skilled instructors, who are paid by the county for this work. A graded course of study, embracing the most essential elements of professional knowledge, will be followed in each school. At the close of the session of these training schools a general examination of all teachers not holding life certificates will be given. The examinations will be upon methods, the history and theory of education, and upon the branches taught in our public schools.

The need of free text-books is so painfully felt in our public schools that there is no hesitancy on my part in advocating its adoption by our County Board of Education. The poor results shown in many of the schools is due to the lack of books in the hands of the pupils, and the only remedy is to have the books furnished by the county, free of cost to all children alike. We hope to do this for next year.

To show that the salaries of teachers is not sufficient, it need only be mentioned that the minimum is \$10 and the maximum \$50 per month. Now, it is my hope and purpose to make the latter figures apply to the minimum, and any rate above that to the highest salary paid in the county. But this means, of course, that the teachers shall relatively deserve this increase. As they now are, perhaps they are paid enough for the class of service rendered. The best teachers cannot and will not work for small salaries, and the system inaugurated will speedily limit the number holding license to those who may be styled professional teachers, whose tenure of office may be secure and whose work continuous in the same school.

I am aware that in thus closely drawing the

lines I shall expose myself to the violent criticism of many so-called teachers, and offend others that desire to hold to the old way; but, as I am in the service of the children of the county and not in the pay of any party or corporation, I shall not hesitate to attempt to carry out these reforms.

As to the "rust" referred to by the State Superintendent in a recent number of the JOURNAL as existing in certain counties, it is but justice to this county to say that not one old certificate has been countersigned by me, and that none will ever be so countersigned while I hold the office of Supervisor. Even new certificates issued by the Supervisors of adjoining counties are not valid here.

It is a most auspicious omen that a large percentage of our teachers in the one hundred and thirty schools are women. Our school committees have had the good sense to secure the services of many most excellent teachers of this class, and they are fulfilling the expectation of the officials in giving the communities in which they teach well conducted, successful schools.

The True Mission of the Academy in North Carolina To-Day.

PRINCIPAL A. B. JUSTICE, WINTON, N. C.

Most academy teachers seem to feel that it is the chief object of their calling to prepare pupils for entering upon the higher courses of learning pursued at the colleges and universities. But the colleges are doing their own preparatory work, and if the academies have no other motive for their existence than this, they are, for the most part, without a motive, and, hence, are no part of our educational system, and have no right to claim a support. The colleges came into existence first, and, at the time of their organization, North Carolina was practically without preparatory schools.

There is, however, a sentiment among secondary school men that the colleges are unjust in their treatment of the academies. That this sentiment is not entirely ungrounded is evident when the conditions that brought it about are fully understood.

All school men feel that when they get pupils into their respective schools, they have a right to those pupils as such, as far as honorable competition is concerned, until their courses have been completed. But almost all of our North Carolina colleges have agents or representatives in all parts

of the state. It not infrequently happens that, when these representatives come in contact with academy pupils who expect to take the higher courses, they induce them to leave the schools they are attending and go at once to the institutions which they represent. Thus, it is frequently the case that boys are drawn away from the restraining influence of the lower schools, and, at a tender age, ushered into the light and liberty of college preparatory life.

College officials are not charged with this professional discourtesy; but, because they do not restrain their representatives, secondary school men regard them as *particeps criminis* to the offense.

But there is, probably, less of this than we imagine. Academies receive by far more discourteous treatment from each other than they do from the colleges. There is no professional etiquette by which they are restrained in their efforts to secure pupils.

This, doubtless, is due largely to the fact that so many men without professional skill, and hence without due regard for others engaged in the same work, are "keeping school" in the academies.

On the other hand, those who have fitted themselves, at a great expense, for the work of teaching are not inclined to treat very courteously those who keep school simply as a means of support, or because they are not qualified to engage in other vocations.

But there is a higher and nobler calling for the academy than simply being an uninvited college adjunct.

The existence of the academy in North Carolina is an instance of the operation of the law of supply and demand. Those who have been in touch with the people of our state during the past few years must recognize among them a growing desire for better educational facilities. The people generally aspire to loftier and nobler attainments than they themselves have had opportunities for acquiring.

The state has not provided for more than the rudiments of an English education. Those who desire more than this must get it outside of the free schools. It is true that in a few of the larger towns the graded schools have extended their courses sufficiently to prepare their pupils for entering upon the various vocations of life; but, without the academy, the smaller towns and rural districts would still be without facilities for real mental development.

The colleges do not propose to educate the

masses, neither could they, if they desired to do so. There are within the borders of North Carolina, to put the figure modestly, not less than 75,000 white boys between the ages of twelve and twenty-one years. The colleges of the State have in regular attendance, including their preparatory contingencies, not more than 1,500. They have not facilities for accommodating more than 3,000. Into the hands of the remaining 72,000, also, the destinies of the State must be given. On them must depend, to a great extent, the hopes of society. Where are they to be educated, if at all?

And yet a prominent newspaper of this state stated recently that one worthy academy teacher had been forced to seek other employment because the colleges had taken all of his pupils!

The academy is a component part of our educational system, and it is to be hoped that, in the near future, the rivalry between the colleges will subside sufficiently to enable them to see their way clear to lop off their long preparatory departments, thus giving to secondary schools the stamp of their approval, and lifting our whole educational system to a higher plane of usefulness.

Sketches of the History of the University of North Carolina.

KEMP P. BATTLE, LL. D.

The Election of the First Faculty.

The Board of Trustees of the University, appointed in 1789, had a high idea of the dignity of the office of President. They, therefore, before going into an election of officers of the new institution, resolved that none should have "any manner of claim, right or preference whatever to the Presidency of the University, nor to such employments as it may be hereafter thought advisable to fill, but they shall be considered as standing in the same situation as though they had received no appointment from the Board."

Having thus, as the lawyers say, "excluded all conclusions," it was next voted to begin the exercises with one Professor only, to be known as "Professor of Humanity." This last word, often in the plural, "Humanities," was understood to include grammar, logic, rhetoric, poetry and the ancient classics, as opposed to mathematics and the natural sciences. In order to indicate his executive powers, he was to be addressed as Presiding Professor.

The straitened condition of the Treasury compelled the Trustees to offer as salary only \$300 certain, and two-thirds of the receipts for tuition. He was to have the power of appointing, subject to the approval of the President of the Board, then Governor Richard Dobbs Spaight, whenever deemed necessary, an Assistant, or Tutor, with a salary of \$200 and one-third of the tuition money, with the addition of a room in the University building and free table board at Commons. By a second ordinance, the Presiding Professor, with the advice of three Trustees, if it should become absolutely necessary, was authorized to employ a teacher of reading, writing, arithmetic and book-keeping, the salary not being specified.

The election was by ballot on the 10th of January, 1794, at Fayetteville.

The Trustees present were: The President of the Board, Richard Dobbs Spaight, of Craven; General Thomas Person, of Granville, afterwards Governor; Benjamin Smith, of Brunswick; John Hay, eminent lawyer of Fayetteville; Joseph Dixon, State Senator of Lincoln; James Hogg, merchant of Hillsborough; Hugh Williamson, member of Congress and Historian of Chowan, afterwards of New York City.

It does not appear that there were any candidates, but the following were placed in nomination:

Rev. John Brown, who had been a pupil of Dr. McCorckle. He was pastor of Waxhaw Church, and afterwards a Professor in the University of South Carolina, and subsequently President of the University of Georgia. Then there was Rev. Robert Archibald, a graduate of Princeton, pastor of Rocky River Church, and also of that of Poplar Tent. He prepared Charles Wilson Harris for Princeton. He embraced the doctrine of Universal Salvation, but it did not save him from being dropped from the Presbyterian roll. After this he went steadily down to a disgraceful end in consequence of falling into the serpent coils of intemperance. A third nominee was Rev. James Tate, who, emigrating from North Ireland about 1760, settled in Wilmington, and opened the first classical school ever taught in that city, likewise preaching there and in the counties around. Being a strong patriot he thought it best to leave Wilmington during the Revolution, and made his home in the Hawfields, now in Alamance county, preaching in that county until his death. Another nominee was Rev. George Micklejohn, the only man on

the list not a Presbyterian, with the possible exception of Mr. Andrew Martin, concerning whom I have no information. Parson Micklejohn, as he was called, was a minister of the Church of England in Colonial days, one of his charges being New Hope Chapel, situated in the south-western part of the village of Chapel Hill, the locality having been, before the sale of lots in the village, called New Hope Chapel Hill. He was a Tory and was forced to leave the State for a season—a clergyman of the old rough school—according to tradition, carrying a bottle of brandy in his saddlebags, and sometimes hiring a sinner to attend his services in the sanctuary by giving him a drink out of his store.

The most eminent teacher whose name was before the Board, was the Rev. Dr. Samuel Eusebius McCorckle, a Trustee, who delivered the first address ever heard at the University, at the laying of the corner-stone of the first building, the Old East, on the 12th day of October, 1793. His learning was conceded, but Davie distrusted his executive powers; and his friends laid the blame of his defeat upon Davie's broad shoulders. A story of the good doctor as a farmer shows that there was some ground for this distrust. He was used to carry into the field volumes on theological subjects for his diversion in intervals of labor. A neighbor seeking a business interview found him stretched *sub tegmine querci*, deep in his studies, while his noble plowman was fast asleep under another tree, and the mule was joyfully cropping the juicy corn-tops. He certainly had no resentment against the University because another was chosen, as I find him paying in a subscription of \$18 from his congregation at Thyatira two years after this, the only instance of congregational help ever given in the early days. He was a man of piety and force. Born August 23rd, 1746, in Lancaster county, Pennsylvania, he was brought to North Carolina at the age of nine, his father settling on a farm fifteen miles west of Salisbury. He was a bright student at the school of Dr. David Caldwell in Guilford county, and graduated at Princeton in 1772 in the class of Aaron Burr, who was a son of the President of the College of the same name. After his ordination as a minister of the Presbyterian Church, he was for a while a missionary in the counties of Hanover and Orange in Virginia. He then settled at Thyatira, near his father's homestead in Rowan county, and connected himself with the Presbytery of Orange. In

1785 he established his school with the ambitious name of Zion-Parnassus, implying the union of Christian with classic culture. In connection with this school he had a department for the special instruction of teachers, which, I think, was the first normal school in America. His person is described as tall and manly, his delivery in the pulpit solemn and impressive. As a teacher he had a wide reputation.

The Board passed by these apparently strong qualifications, and chose Reverend David Ker, D. D., thirty-six years old, born in North Ireland, educated at Trinity College, Dublin, a recent immigrant. He had been for two or three years pastor of the Presbyterian Church in Fayetteville, adding to his small salary by conducting the high school of the town.

In a future paper I will give a sketch of this first Presiding Professor, Professor of Humanity in the University of North Carolina.

The School Tax Election in Pineville Township.

THOMAS A. SHARPE, GOLDSBORO PUBLIC SCHOOLS.

The recent school tax election in this state was not, in some respects, as encouraging as the friends of the tax expected. But when we take into consideration the suspicion with which every innovation is looked on in North Carolina, it cannot be pronounced a failure. On the contrary the readiness with which a few townships voted for the tax gives hope for an ultimate victory. The work has just begun and will be continued until, at last, conservative old North Carolina will cease to look with suspicion on such a measure, and will embrace this excellent opportunity of lengthening the public school term and placing herself on a level with the other states in educational facilities.

The light of the past experience will be useful in showing the way to future success. It is well at this time, therefore, to review the methods by which this election was carried in certain townships. Of the few townships that voted it, perhaps Pineville township, in Mecklenburg county, gave the largest percentage of its registered vote. This township is divided into two voting precincts—one in the town of Pineville and the other just outside of the corporate limits. The number of registered voters within the corporate limits was 60 and the number outside 135, making a total of about 200 voters in the township. When the

question first began to be agitated it was seen that the only difficulty would be with a few white men, property holders mainly, and in getting the voters interested enough to turn out at the polls. A meeting of several of the leading men of the community was held and they determined to work together for the tax. It was arranged that a few days prior to the election an educational rally should be held and this was well advertised so as to secure a large attendance. On that day as many as 2,500 people were gathered together and were addressed by Dr. Chas. D. McIver, who was at that time doing campaign work in the western part of the state. The speech was a very stirring one and carried conviction with it. Men who had hitherto given the matter little or no concern, or who regarded it as some additional burden that the state was trying to put on them with no direct benefit to themselves, began to change their views. Their duty had been shown them and in such a manner that it was only necessary to keep up this interest until election day in order to obtain the desired result. A committee was formed to talk the matter over with the people and to see that they were posted as to the time of election; and reading matter, issued by the state central committee, was placed in the hands of each voter. Before the day for the election every white man in the township, with one exception, had expressed himself as favoring schools. There was no difficulty in polling every vote within the town precinct for the tax. The voting outside of the town was a little slow; but workers were sent out through the country, negro preachers and teachers were sent out to bring in the colored voters, farmers excused their laborers from work, and in this way a good majority of the qualified vote of the township was won "for schools."

The success, therefore, of the election in this instance was due to the public speeches favoring its adoption, the diffusion of educational reading matter among the people, and the united and increasing efforts of those citizens interested in carrying it.

If the active campaign that was made in this community had been made in every rural district in the state, the result would undoubtedly have been more satisfactory. Before the state can be moved to the adoption of a better common school system, local interest must be awakened in the different communities. The accomplishment of this work ought to enlist every true friend of public education in North Carolina. While within the

past few years we have seen such an admirable system of city schools established, the country schools are, on the other hand, still in a pitiable condition. So long as this is true there can be no permanent educational advancement in the state. The work must begin at the bottom and go upward. There is a great work to be done. Who will do it? Let a presidential election come along, and from every direction will rise up patriots (?) ready to give themselves to the service of their country. But when we call for volunteers to battle against ignorance and to demand better men instead of better laws, how few do we find ready to respond!

It is only through the teachers, those actively engaged in educational work, that the movement for better public schools can be begun. When once really begun all good citizens will join in, and the educational problem for North Carolina will then find its solution.

Public Libraries.

The *Charlotte Observer* of Nov. 21 contained an able and timely article on Public Libraries, from the pen of Chas. C. Weaver, of Johns Hopkins University. There is now no one means of education more needed in our Southern towns and villages than good libraries, well kept and open free to all. We can never hope to become a reading people until we have them. We take the following extracts from Mr. Weaver's article:

No school can expect to do the highest type of work unless both teachers and pupils have easy access to a good library. It may be impossible in country districts at present, but I do affirm that every town that has a graded school, high school or academy, should have also a public library, to which the pupils may be constantly directed.

All text-book work in classes higher than kindergarten grade can be and ought to be supplemented by constant reference to the library.

If we consider for a moment the very small per cent of those who attend the graded school that are ever so fortunate as to be able to attend college, we see how vitally important it is that the library be the companion of the public school. To a large majority of public school children in our cities, a college education is but a dream, and is never realized. For them something must be found to take the place of a college; and what can be found more adapted to their needs and more nearly furnishing all the advantages of a college training than a library?

The aid of the library to the public schools is but a small part of the good it will do. It places within reach of many homes a variety and wealth of reading they could not otherwise have. In spite of the cheapness of publication, a good

library is a costly affair. The wide range of subjects to be covered and the abundance of literature of every sort to be selected from, makes the accumulation of a private library the work of a lifetime, and its cost is equal to a small fortune. For the great majority of people who have not the means or inclination to build up a private library for its own sake, for the poor man and the hurried man of business, the public library is a boon beyond price.

Not only this, but the library is a bureau of information on all subjects. Its reference books are invaluable to every professional and business man; its reading room contains the epitome of current history. It also can be made the exponent of art and, by pictures on its walls, by casts and busts of great men, it can stimulate an interest in that subject, without some knowledge of which an education is incomplete. In preserving and mounting pictures from magazines and illustrated papers, it will stir up an interest in biography and history and all forms of literary work, that cannot be lost. In these and many other ways, it will do untold good in advancing higher culture.

It can also find a practical field of work in collecting and preserving the local history of the town and state. Here it can do a valuable work, not only by arousing the patriotism of this generation but also by handing down to the next the correct records of the present.

A great number of states are beginning to realize the importance of this work and are making provisions for the establishment of public libraries, in some cases rendering aid out of the state treasury.

A False Idea of Education.

In the South there prevails a false idea about education, which is working great harm to the cause. That idea is that an education is a life-long exemption from labor. And this idea prevails among both white and colored. There is no reason or sense in it. The fact that a young man goes to college and learns something about mathematics, the figures in geometry and trigonometry, learns Latin and Greek, the sciences, &c., ought not to unfit him for labor. The truth is, if he would look at the matter in its proper light, he is all the better prepared for labor—manual labor at that. To his strength of body and muscle he can add the strength of a trained mind, which enables him to do certain things—yes, almost all things—at a great advantage over the man with no training.

To desire education simply for the soft and easy place it may give, is the lowest plane on which to reckon its value. This world needs men and women who are willing to work with hands and head and heart together.—*Scotland Neck Commonwealth.*

Santa Claus.

From earth-land,
From sky-land,
From some very high-land
Some wondrously shy-land,
Old Santa Claus comes.

"Essays on Nature and Culture," by Hamilton Wright Mabie.

One of the freshest books that has appeared within the last few years, and one of the most valuable for teachers, is "Essays on Nature and Culture," by Hamilton Wright Mabie. The book was published by Dodd, Mead & Co., New York, a little more than a year ago and has been widely read. We call attention to it here, hoping that some teacher who has not seen it may be induced to read and gain from it the same, pleasure and profit which it has afforded us. The book is tastefully gotten up, and the thirty short essays of which it is composed readily combine into one closely connected and inspiring essay on education. Though not to be classed among pedagogical books in the limited sense in which the term is generally used, it is one of the most valuable of recent contributions to the literature of education. It is difficult to make extracts from a book of this kind, since one hardly knows where to leave off; but the following from the first third of the book will give some idea of it as a whole.

In the common use of the word *culture*, as in that of the word *education*, there is an element of narrowness and untruth which must be eliminated before its true and rich meaning can be appropriated. For culture, instead of being an artificial or superficial accomplishment, is the natural and inevitable process by which a man comes into possession of his own nature and into real and fruitful relations with the world about him. It is never a taking on from without of some grace or skill or knowledge; it is always an unfolding from within of some new power; the flowering of some quality hitherto dormant; the absorption of some knowledge hitherto unappropriated. The essence of culture is not possession of information as one possesses an estate, but absorption of knowledge into one's nature, so that it becomes bone of our bone and flesh of our flesh. It means the enrichment and expansion of the personality by the taking into ourselves of all that can nourish us from without. Its distinctive characteristic is not extent, but quality of knowledge; not scope of activity, but depth of life. It is in a word, the process by which a man takes the world into his nature and is fed, sustained and enlarged by natural, simple, deep relations and fellowship with the whole order of things of which he is part.

A sound education is not a specific kind of training; it is the training which qualifies pre-eminently for a particular kind of work.

Genuine culture is not a cult or a fad, and does not create a select class separated from their fellows by superior delicacy of taste and greater refinement of habit; it is the freeing of a man from the limitations of his temperament and conditions; first, by the expansion of his nature by a vital knowledge of himself and the world, and next by bringing his spirit and methods into such harmony with the laws of life that his activity touches the highest point of intelligence, variety, and energy. Culture does not issue in a type reproduced in all its varieties, but in a more distinct and powerful personality.

There is nothing which comes to a man comparable in interest, richness and beauty, with the gradual absorption of the power and knowledge of the world about him, into himself by culture; by holding mind, heart and soul open, year after year to influences that stream in, to the knowledge constantly proffered, to the exhaustless vitality which floods the world; and free access to which is just as much a privilege as the right to breathe the air or see the sky.

Among the most important of these ministers of culture — religion, art, literature, science, human relations, activity and experience — nature holds a first place. * * It is a great moment in a man's experience when he awakes to the wonder of the world about him and begins to see it with his own eyes and to feel afresh its subtle and penetrating charm. From that moment the familiar earth and sky become miracles once more, and his spirit is hourly recreated in their presence.

The education imparted by contact with nature is so inclusive, so deep and so vital that from this point of view, nature seems to exist for the development of man. * * * Nature taught men, first of all to see things and then to make use of them. In this great school, observation must have been the first lesson set for the learning of the earliest classes. The senses must have been developed and trained first; the eye was taught to see, the ear to hear, the tongue to taste, the hands to feel, to shape and to mould. * * In the earliest training the emphasis must have been upon observation, and observation served as the first and most available means of awakening the sleeping, or developing the germinal soul of man. * * That training is as much a part of the individual education of today as in the first years when men and nature came into contact.

The observation of the primitive man, like that of the child of today, did not end in the simple act of seeing; it slowly gathered the facts which carried with them the influence of law, it awoke the imagination, and religion, poetry and art were born. * * To see natural phenomena so clearly and so steadily as to discern the law behind them; to study them so intently as to penetrate to the force which flows through them; to rise, by gradual generalizations of widening order, to the sublime and fundamental conception of ultimate unity; to pass beyond this to the secondary and spiritual meaning of the universe; and to perceive how perfectly and completely, in force, phenomena, law and beauty it reproduces and interprets the life of man; this is surely the real education of the human race.

It is profoundly true, as Fröbel has said, that the history of the race is the true educational material for the unfolding of the individual life, because the race has passed through every phase of growth and experience which the individual passes through. It has had its period of infancy with all the limitations of ignorance and weakness which make the horizon of infancy so narrow and its perils so great; it has had to learn by painful and slow observation and experience what nature is and what nature can do for man. It has had its period of youth, with the tidal wave of life and passion steadily mounting, and the imagination playing like a kindling

and spreading flame over the entire surface of its knowledge and activity; and in the moment of discovery to the imagination it has dreamed the beautiful and prophetic dreams of mythology. It has had its period of maturity, with the trained eye and hand, the clear intelligence, the disciplined will; and its more exact and arduous studies have created that ordered and tested knowledge which we call science. In the unfolding of each individual life, these periods succeed each other in the order which they followed in the development of the race; so that every phase of the universal life has a deep and vital meaning for the particular life; and a man is really educated in the degree in which he comprehends and shares the life of race. * * To enter into the life of the race through its history, its arts, its science and its religion, is to come into such vital relations with it that its experience becomes ours as truly as if we had passed through it.

Fröbel: His Life, Principles, Methods and Influence.

A valuable series of short articles on the lives and works of some of the greatest educators of modern times is now running in the *Sunday School Times*. The fourth of the series, *Sunday School Times*, Nov. 13, is on Fröbel, and is written by H. C. Bowen, Cambridge University Lecturer on the History of Education. The fundamental principles of Fröbel's philosophy are, that the essential life of everything is divine in its nature and origin and that it is the vocation of everything to develop and fully exhibit the essential principle of its being, to become itself. "So, therefore, it is the particular vocation or duty of every rational human being to develop his essence, his individuality, to win a vigorous and clear insight into his nature and divine essence, so as to develop it in practice in his own life, of his own free will and desire, and thus to live out and fulfil on earth, God's great purpose in humanity. To awaken human beings to a full sense of all this, and provide them with the fitting ways and means, is to educate them."

Development, a term constantly on Fröbel's lips, is the key to his educational thought. This development is brought about through self-activity and especially through creative activity. "Fröbel's fundamental idea is that the great aim of education should be to build up character, to produce a healthy human individuality, intelligent, possessing knowledge and able to use it, strong in purpose, capable, reverent."

"The young must be helped to acquire knowledge, power and skill in the use of knowledge and also to develop a capacity for feeling—and hereafter appreciating, all that is good and true and beautiful in life." This can be done only by "supplying the human organs, limbs and mental faculties with the right sort of exercise" and this plan of education is to apply not only in early childhood, but in all stages of development. "The purpose of education should not change, but the means and methods it employs should multiply and develop in an orderly, connected manner."

Fröbel fully understood, and never ceased to emphasize, the difference between knowledge and mere information. "Knowledge is information taken in and assimilated, placed

in the right relations to what the taker-in has already made his own. Information becomes knowledge when we have thoroughly mastered its meaning, when we have realized its bearings on other facts and things, when we understand it in such a way as to be able to put it to its simple natural uses." This is the same idea the Herbartians have included under apperception. There must always be continuity. "Every stage in every subject, and every stage in education, should be organically connected with that which precedes and with that which follows it. Education should be one connected whole, and should advance with an orderly and continuous growth, as orderly, continuous and natural as the growth of a plant."

The one thing most often associated with Fröbel in the public mind is the Kindergarten; and most people suppose there is little connection between the Kindergarten and the school, nor do they dream of the immense influence which the Kindergarten and the Fröbelian principles have already exerted on all school life. The conclusion of Mr. Bowen's article sums up this influence admirably:

"There can be no doubt that the spread of Kindergartens has led to an increased and much improved study of child nature and child life; and this study, together with the social growth of greater interest in the very young, has been one of the main factors in producing a better treatment of the little people both in and out of school,—specially noticeable in England in the efforts which have long been, and are now still being made to improve the public infant schools. So, too, it is largely due to kindergarten ideas that the use of the concrete in early stages of education has increased and has become much sounder; that manual education has acquired a wider and a wiser meaning, that there is a rapidly growing recognition that the beginnings of knowledge should be informal and rise only gradually to strict formality; that specialization is postponed to later stages, and that there is a greater effort to secure the interconnection of subjects; that nature-knowledge is much more generally and intelligently brought into the school curriculum; while here and there the teaching of drawing and painting, especially in their first stages, gives evidence of the same influence. And there is another direction in which the influence of Fröbelian ideas may produce even greater social good. Work—connected, consecutive, and productive—is the very foundation of the method set forth and practiced by him. He showed work to be, and used it as, the best means for educating the young for life; and thus he has given to all common human labor a meaning and a dignity otherwise too often unperceived, and has led so many to feel more truly than before that something is to be gained from common necessary work in addition to our daily bread. One of the best things Fröbel's disciples have learned from him more than from any other is that work is the divine means for educating the human race,—not a curse, but a blessing."

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MERRY CHRISTMAS.

Part I.

I. CHRISTMAS CAROL.

(Tune from Hutchinson's Hymnal.)

It came upon the midnight clear,
The glorious song of old,
From angels bending near the earth,
To touch their harps of gold ;
"Peace on earth, good will to men,"
From heaven's all gracious King,
The world in solemn stillness lay,
To hear the angels sing.

Still through the cloven sky they come
With peaceful wings unfurled,
And still their heavenly music floats
O'er all the weary world ;
Above its sad and lowly plains
They bend on hovering wing,
And ever o'er its Babel sounds
The blessed angels sing.

For lo! the days are hastening on
By prophet-bards foretold,
When with the ever-circling years
Comes round the age of gold ;
When peace shall over all the earth
Its ancient splendors fling,
And the whole world give back the song
Which now the angels sing.

II. RECITATION—"THERE'S A SONG IN THE AIR."

(From the complete poetical writing of J. G. Holland. Copyright, 1879-84, by Chas. Scribner's Sons.)

There's a song in the air !
There's a star in the sky !
There's a mother's deep prayer
And a baby's low cry !

And the star rains its fire while the
beautiful sing,
For the manger of Bethlehem cradles a
King !

In the light of that star
Lie the ages impearled ;
And the song from afar
Has swept over the world. [sing
Every heart is aflame, and the beautiful
In the homes of the nations that Jesus
is King.

We rejoice in the light
And we echo the song [night
That comes down through the
From the heavenly throng.
Ay ! we shout to the lovely evangel they
bring
And we greet in His cradle our Saviour
and King.

III. RECITATION: (By two small children.)

First Child :

Now peal the bells more loud and deep,
God is not dead, nor doth he sleep !
The wrong doth fail, the right prevail
With "peace on earth, good will to
men."

Second Child :

O'er all the earth, not here alone,
This blessed Christmas-tide.
"Good will to men," from zone to zone,
In countries far and wide.

IV. RECITATION—Old English Ballad.

As Joseph was a-walking,
He heard an angel sing,
"This night shall be the birth-time
Of Christ, the heavenly king.

"He neither shall be born
In housen nor in hall,
Nor in the place of paradise,
But in an ox's stall.

"He neither shall be clothed
In purple nor in pall,
But in the fair white linen
That usen babies all.

"He neither shall be rocked
In silver nor in gold,
But in a wooden manger
That resteth in the mould."

As Joseph was a-walking,
There did an angel sing,
And Mary's child at midnight
Was born to be our king.

Then be ye glad, good people,
This night of all the year,
And light ye up your candles.
For his star it shineth clear.

V. SONG—CHRISTMAS CAROL.

(P. A. Schnecker.)

While shepherds watched their flocks by
night,
All seated on the ground,
The Angel of the Lord came down,
And glory shone around.
"Fear not," said he, for mighty dread
Had seized their troubled mind,
"Glad tidings of great joy I bring,
To you and all man-kind
To you and all man-kind.

"To you in David's town this day,
Is born of David's line,
The Saviour, who is Christ the Lord,
And this shall be the sign ;
The heavenly Babe you there shall find
To human view displayed,
All meanly wrapt in swathing bands,
And in a manger laid."

Thus spake the seraph; and forthwith
Appeared a shining throng
Of Angels, praising God, and thus
Addressed their joyful song;
"All glory be to God on high
And to the earth be peace, [men,
Good will hence-forth from Heaven to
Begin and never cease,
Begin and never cease."

Song—"CHRISTMAS BELLS."

Time: "Follow Me, Full of Glee."

Christmas bells ring again,
Telling joyful news to men;
Christmas tales are retold,
Christmas tales which ne'er grow old.
Story of the Wise Men three,
This we hear most willingly,
How they had guiding far
Such a brilliant star.

Chorus:

Gleaming cheerfully, cheerfully, cheer-
fully,
Gleaming cheerfully, cheerfully, cheer-
fully,
Shines for us, as for them,
Light o'er Bethlehem.

Christmas bells ring again,
Love's glad light has come to men;
We behold, streaming far,
Bright reflections from that star;
And the rays so pure, so clear,
Show right ways and help and cheer.
Glow for us, as for them,
Light o'er Bethlehem.—*Chorus.*

Christmas bells ring again,
"Peace on earth, good will to men."
Christmas times! happy times!
Hearts re-echo all the chimes.
Season 'tis of joy and mirth,
Gifts are speeding 'round the earth;
We rejoice in the light
Born on Christmas night.—*Chorus.*

III. RECITATION—THE CHILDREN'S DAY.

(Robert Dick Douglas.)

O'er all the ground
The snow is found,
The world is bleak and drear,
For mist and haze
Make winter days
The Saddest of the year.

But in our eyes
Tho' from the skies
No mournful drops appear,
And in our breasts is joy confessed
For all is sunshine there.

Now bran-new toys
Bring untold joys
To childish hearts to-day,
And laughter loud
Rings in the crowd
Of wee small folk at play.

With big bass drum
They proudly come
A-marching down the street.
The tin horns blare,
The rockets glare,
The timid passers greet.

O'er dollies fair,
With golden hair,
And eyes that go to sleep,
Young mothers sit
And small clothes knit,
And careful vigil keep.
And apples bright,
And pop corn white,
And raisins, candies, cake,
And lots of things
Old Santie brings
And has there when you wake.

And older folk
With laugh and joke
Make merry with us now.
Their cares forget
And cease to fret
When they remember how

An heaven-sent child,
In stable wild,
On lowly bed of hay,
Brought peace on earth,
And joy and mirth,
On that first Christmas day.

IV. A CHRISTMAS LYRIC.

*(Paul H. Hayne. Copyright by D. Lothrop & Co., 1882.)**(To be read or recited by an older pupil or the teacher.)*

Tho' the earth with age seems whitened,
And her tresses hoary and old,
No longer are flushed and brightened
By glintings of brown or gold,
A voice from the Syrian highlands,
O'er waters that flash and stir,
By the belts of their tropic islands,
Still singeth of joy to her!

A song which the centuries hallow!
Though softer than April rain
That soweth on field and fallow,
A spell that shall rise in grain—
Yet deep as the sea-strain chanted
On the fluctuant ocean-lyre,
By the magical west-wind haunted
With the pulse of his soul on fire!

A promise to lift the lowly,—
To weed the soul of its tares,
And change into harmonies holy
The discord of fierce despairs:
A glory of high Evangels,
Of rythmical storms and calms;
All hail to the voices of angels
Heard over the starlit palms!

A hymn of hope to the ages,
The music of deathless trust,
No frenzy of mortal rages,
Cau darken with doubt or dust;
A rapture of high Evangels,
But centered in sacred calms!



Part II.

I. RECITATION—CHRISTMAS BELLS.

O bells! sweet bells! across the years
Half gay, half sad, your chiming;
Old joys ye tell; old sorrows swell
Throughout your rhyming.

O merry bells! this Christmas day
How loud and clear your ringing!
Such love and mirth o'er all the earth
Your lusty voices flinging!

O happy bells! through coming years,
We hear in your glad seuding
The message still of peace, good will,—
All jarring discords blending.

*O bells of God ring on, our souls
To grander action serving,
Till all our days are Christmas days
Of loving and of serving!*

II. CHORUS FOR LITTLE ONES.

(A pretty arrangement may be made by dressing the little ones to represent the bells. The "bell dresses" are made very easily by first making two rings of wire—one about two and a half and the other three and a half feet in diameter—which may be varied to suit the height of the children. The smaller ring hangs from the shoulders of the child, the arms being held close to the sides; the other ring hangs from the belt by four cords. A cover of brouze or dark green cambric is cut in gores to form the sides of the bell. The tones of the bell may be made outside by striking a bar of steel, or by a glass globe which is struck by a stick covered with cloth.)

Ah! still the chorus of angels
Thrills over the Bethlehem palms!

Still heralds the day-spring tender,
That never can melt or close,
Till the noon of its deepening splendor
Out-blooms, like a mystic rose,
Whose petals are rays supernal
Of love that hath all sufficed,—
And whose heart is the grace eternal
Of the fathomless peace of Christ.

V. CLASS RECITATION—A HAPPY NEW
YEAR. (*Margaret Singster.*)

First Child:

Coming, coming, coming!
Listen! perhaps you'll hear
Over the snow the bugles blow
To welcome the glad new year.
In the steeple tongues are swinging,
There are merry sleigh-bells ringing,
And the people for joy are singing.
It's coming, coming near.

Second Child:

Flying, sighing, dying,
Going away to-night,
Weary and old, it's story told,
The year that was full and bright.
Oh, half we are sorry it's leaving;
Good-by has a sound of grieving;
But its work is done and its weaving:
God speed its parting flight!

Third Child:

Tripping, slipping, skipping,
Like a child in its wooing grace,
With never a tear and never a fear,
And a light in its laughing face;
With hands held out to greet us,
With gay little steps to meet us,
With sweet eyes that entreat us,
The new year comes to its place.

Fourth Child:

Coming, coming, coming!
Promising lovely things—
The gold and gray of the summer day,
The winter with fleecy wings;
Promising swift birds glancing,
And the patter of rain drops dancing,
And the sunbeams' arrowy lancing,
Dear gifts the new year brings.

Fifth Child:

Coming, coming, coming!
The world is a vision white;
From the powdered eaves to the sere-
brown leaves,
All else has taken flight.
In the steeple tongues are swinging,
The bells are merrily ringing,
And "Happy New Year" we're singing,
As the old year goes from sight.

VI. GOOD-NIGHT. (*Victor Hugo.*)

Good night! Good-night!
Far flies the light;
But still God's love
Shall flame above,
Making all bright.
Good-night! Good-night!

OFFICE OF
SUPT. PUBLIC INSTRUCTION,
RALEIGH, N. C.

To the Teachers:

DEAR FRIENDS:—I have sent to your County Supervisor a constitution for a Teachers' Association in your county. I send this letter to you and ask your co-operation in this great work.

It is of vital importance to public education for our teachers to be organized; to have united action for advancement among our teachers. No teacher is so wise but that he may learn something by coming in touch with his fellow-teachers. Those of you who are better prepared to teach, and who have had better opportunities than others, should meet with the others who are not so well prepared, and who have not had such favorable opportunities.

Come together in the Teachers' Association for mutual benefit, as well as for the cause of public education in general.

Why should not our teachers be organized? The business men, bankers and merchants are organized.

We have our Dental Association, our Medical Association, our Press Association, our Pharmaceutical Association, and others too numerous to mention.

All these organizations mean something, and have force and effect, each one in its own special work. Why may not the teachers come together and have some force and power, not only in the county where the association is, but be felt in adjoining counties, and still, of more importance, be felt in the legislature of our state, to secure whatever legislation is needed from time to time for the best interest and progress of the schools?

Our teachers, both public and private, do not make themselves felt as they should, as a class of men and women, in their respective counties. Too many of our teachers are indifferent as to what public sentiment is on the subject of popular education. Too often they sit in silence while the politicians around the court-house and the school committeemen squander the public money.

The county association may not only create public sentiment in favor of popular education, but it may be the means of securing school men for school committeemen instead of men who will do the bidding of the court-house politician.

It may be the means of making the public school money the most sacred, as it should be, of any public money in the county.

It may make the schools, instead of a farce and a subject of ridicule, a power and a blessing to each community.

Will you do some of these things? Do not sit down in silence, like some of our teachers did last summer. Because certain men favored local tax, they were, therefore, against it.

If you have not good school men in your county, no better way to start a move for the right kind of men than in your association as a body of teachers.

You, as an association of teachers and workers for popular education, can make demands of your county officers which will be granted for the benefit of your schools.

I hope you will give this subject your careful consideration, and that I shall hear of action along this line in your county at an early day.

Yours very truly,

C. H. MEBANE,
Supt. of Public Instruction.

Questions of the State Examining
Board.

(CONTINUED.)

English Grammar.

Thought is the property of him who can entertain it, and of him who can accurately place it.—*Emerson.*

Oh, when I am safe in my sylvan home,
I mock at the pride of Greece and Rome;
And when I am stretched beneath the
pines,

Where the evening star so holy shines,
I laugh at the lore and pride of man,
At the sophist schools and the learned
clan.

For what are they all in their high conceit,

When man in the bush with God they meet?—*Emerson.*

The first five questions refer to the paragraphs above:

1st. Name the various kinds of clauses.

2nd. Classify the verbs as (a) transitive or intransitive, (b) regular or irregular, giving your reasons for such classification.

3rd. Give two modifiers each for *mock, laugh and am stretched*.

4th. State to what part of speech each of the following words belongs: *who, holy, all, their, for*.

5th. Give all the the case forms, both singular and plural, of *my, their, who, man, pride*.

6th. (a) Give the plurals of *genus, son-in-law, goose-quill, painful, fish, sky, motto, staff, flag-staff, axis*. (b) Give the feminine of *Sultan, hero, administrator, Paul, tiger*.

7th. Write a sentence containing a participle used as a noun, and a sentence containing a particle used as an adjective.

8th. Write a sentence containing (a) a noun used as an adjective, (b) an adjective used as a noun, (c) a verb in the passive voice, (d) a verb in the imperative mode, (e) a noun used as an adverb.

9th. What determines the person, number, gender and case of a relative pronoun?

10th. Correct, if necessary, and give your reason for so doing: (a) May I lay down for an hour? (b) How could you set still and see the barrel bursted by those careless children? (c) There comes the butcher, baker and milkman. (d) No time, no money and no labor was spared. (e) Five dollars was offered for the book.

* *

English Composition.

1st. Choice of words: Explain what is meant (1) by standard usage; (2) by good taste. Give two rules under each head, and illustrate by examples from your own experience.

2d. Phraseology: Give three rules for the placing of modifiers, and illustrate by examples.

3d. The sentence: (1) Explain what is meant by the *unity* of the sentence. (2) Give three rules to be observed in the *structure* or *organization* of the sentence. Illustrate, as far as you can, by examples under each head.

4th. The paragraph: Define the *paragraph*, showing how it is related to the sentence. How is the beginning of a new paragraph indicated? Illustrate in the page you are now writing. Give *two general principles* to be observed in the use of the *paragraph as a whole*.

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* * * * *

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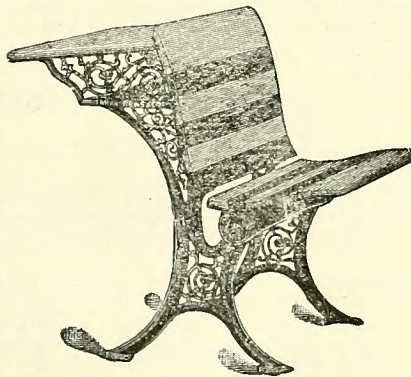
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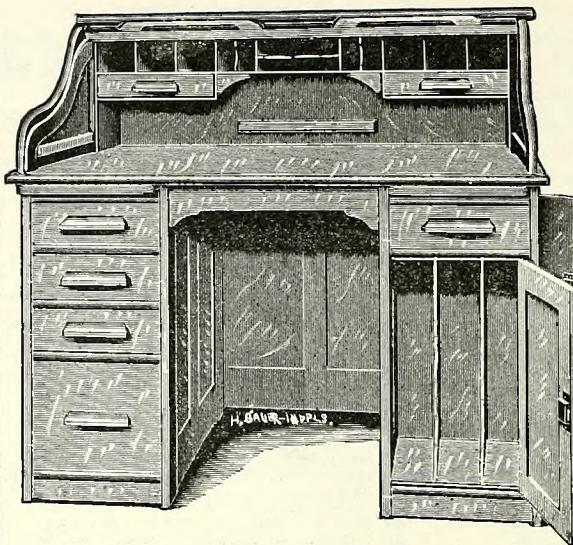
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GREENSBORO, N. C., JANUARY, 1898.

NUMBER 6.

I have a self-imposed task which I must accomplish. I have led the young men of the South to battle; I have seen many of them fall under my standard. I shall devote my life now to training young men to do their duty in life.

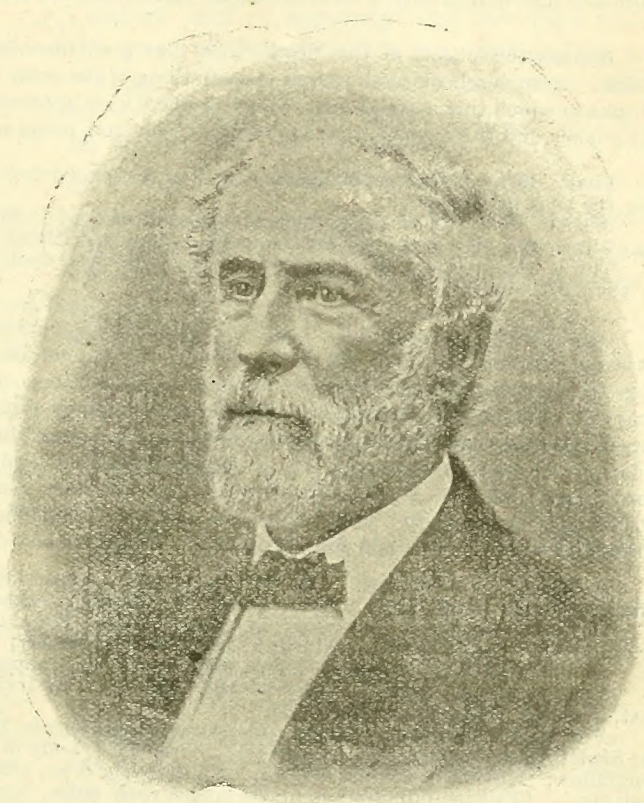
If the subject of education could be of more importance at one period of our history than at another, that period is the present, (1867); and that it may be advanced to the highest state of proficiency it is important that general co-operation should be enlisted in its support.

* * * *

The system of punishments ought to be as simple and mild as they can be made effective, and when coercion has to be resorted to, it should be left to the parent.

* * * *

The selection of proper persons for the office of teacher is a matter of the first importance, and, as its duties require long and comprehensive preparation, it should be regarded as among the most honorable and important professions, and be committed to those whose beneficial influence and instruction shall embrace morals and religion as well as the intellect. The teacher should be the example to the pupil. He should aim at the highest attainable proficiency, and not at a pleasing mediocrity. Unless he can teach those committed to his care to think and work, and can impart to them vigor with learning, there can be no real advance. He must study the character and disposition of his pupils and adapt his course of discipline to their peculiarities. Above all, he must be uniform, consistent, firm and kind in his conduct, teach more by acts than words, and shew the children under his charge that he has their interest at heart. He should look upon them not only as the parents of a new generation, but also as heirs of immortality; and while preparing them for usefulness in this life, instil into their impressible minds principles of piety and



ROBERT EDWARD LEE.

Born January 19, 1807; died October 12, 1870.

Superintendent United States Military Academy, 1852-'55.

President Washington College, 1865-'70.

General of the Army of the Confederate States of America.

*And as the greatest only are,
In his simplicity sublime.*

religion; for it is true, as taught by history, that greatness depends upon virtue. It is equally true that religion is the foundation and support of virtue.

Should the daily business of the school be conducted on such principles, and the pupils be trained in the habits of obedience, reverence and truthfulness, and be convinced that these are noble and lovely in themselves, and their practice manly and honorable, the main object of education will have been attained.

HOW TO SECURE SCHOOL LIBRARIES.

Every public school in North Carolina should have a library. Much that a child should know is not found in text-books. More can be learned about the world from stories of travel than from a geography, and more about the great men of the world from historical novels than from a history. The study of a text-book is usually regarded by the child as work, while the reading of books of travel or historical novels is a recreation; and the books he reads will open a new world to him and inspire him with a love for reading and a desire for a broader culture, which will affect his whole future life.

* *

It is not the schools in the larger cities that need libraries, but rather the country schools in the thinly settled districts. In such schools the children know nothing of the great world except what they learn from books, and there are no books to which they have access. Many teachers have appreciated this fact, and have wished to provide libraries for their schools, but three reasons have prevented them from doing so:

First: Many of the best books are so full of tiresome details that children lose the thread of the story and throw down the book in disgust.

Second: The best works of the standard authors contain incidents which it is not proper for children to read, and many allusions which cannot be satisfactorily explained to them.

Third: The cost of providing such a library has been such as to make it out of the question for the neighborhood or the teacher to buy it.

* *

All three of these objections, however, are met by the publication of the **Standard Literature Series**. The plan in this series has been, (1) to cut out the "padding," the tedious details which have proven so tiresome to young readers, but to leave a complete story in the exact language of the author, short enough to be read in the limited time of a school term; (2) To cut out all incidents and allusions which are of a questionable character and unsuited to children; (3) To add notes explaining every historical and classical allusion, so that the child will have no difficulty in understanding what he reads; and (4), most important of all, to publish these condensed volumes at a price so cheap that every neighborhood can afford to buy a set. Or, if the neighborhood should not care to do so, every teacher can afford to buy a set for herself and carry them with her to each school where she teaches, permitting the children to use them during the school term, and thus add to her own value and popularity in the neighborhood. The books published so far are as follows:

In United States History: The Spy, by Cooper, (paper 12½c., cloth 20c.); The Pilot; The Deerslayer; The Water Witch, by Cooper, and Horse-Shoe Robinson, by Kennedy, (each, paper 20c., cloth 30c.)

In English History: Rob Roy, by Scott, (paper 12½c., cloth 20c.); Kenilworth and Ivanhoe, by Scott, (paper 20c., cloth 30c.), and Harold, by Bulwer, (paper 20c., cloth 30c.)

In French History: Ninety-Three, by Victor Hugo, (paper 20c., cloth 30c.)

Geography and Travel: Tales of the Alhambra, by Irving, (paper 12½c., cloth 20c.); and Two Years before the Mast, by Dana, (paper 20c., cloth 30c.)

For Higher English: Enoch Arden and Other Poems, Tennyson; Prisoner of Chillon and Other Poems, Byron; The Sketch Book, Irving; (each, paper 12½c., cloth 20c.); Lady of the Lake, Scott; (paper 20c., cloth 30c.); Evangeline, by Longfellow; "Knickerbocker Stories," by Irving; (paper 12½c., cloth 20c.) and "Poems of Knightly Adventure," (paper 20c., cloth 30c.). (This includes four complete poems with notes, viz.: TENNYSON'S "Gareth and Lynette," MATTHEW ARNOLD'S "Sohrab and Rustum," MACAULAY'S "Horatius," and LOWELL'S "Vision of Sir Lannfal.")

For Elementary Classes: Christmas Stories and Paul Dombey, by Dickens; Gulliver's Travels, by Swift; A Wonder Book, Twice Told Tales, and The Snow Image, etc., by Hawthorne, Little Nell, by Dickens, Robinson Crusoe (eight illustrations) (each, paper 12½c., cloth 20c.) The series now includes 27 numbers; several others in preparation.

* *

The volumes can be selected at the prices named, or a set of twenty numbers will be sent by mail, postage prepaid, for \$2.40, bound in paper, or in cloth, by prepaid express, for \$4.00.

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Like all other good people at this season, the JOURNAL OF EDUCATION has indulged in the luxury of making New Year's resolutions, some of which are written down here that our readers may help us remember.

First.—Every succeeding number of this JOURNAL shall be better than the last until it equals the best in the country, always keeping in mind the educational conditions of this section and the special needs of our teachers. With the next number, which will begin the second half of the first volume, the space of the JOURNAL will be divided off more definitely for the several departments of contributed articles, editorial notes, educational news, notices of articles in other journals and magazines, book reviews, etc.; and each of these departments will have its full share of matter in each number. All departments of elementary school work will receive more attention during the months the schools are in session.

Second.—The importance of the right education of all the people, of whatever race or condition, and the need for better school facilities shall be constantly held before the people until their attention is gained and they are led to re-double their energies in this direction, forgetting all foolish feuds, and divisions of one set of schools against another.

Third.—Before the taking of the next national census, a large part of the adult illiterates in North

Carolina and the South shall be taught to read and write, at least. This mass of adult illiterates is very large, amounting to more than 400,000 in North Carolina, 175,000 of whom are white. Many of these are indifferent as to the education of their children, and no argument can convince them of the good of that of which they themselves know nothing. This weight of ignorance and indifference must be removed before much progress can be made. To wait for them to die is too slow a process. They must be taught. The problem is gigantic in its proportions, but it is not impossible. The JOURNAL OF EDUCATION will attempt it, and, with the help of all those who should be interested, much may be accomplished—enough to astonish the most sanguine. An outline of a plan for this work will be given in our next number.

Fourth.—Before the close of the year 1898 the JOURNAL OF EDUCATION shall be read by teachers, school officers, and citizens in every community in the South. To this end we ask the continued co-operation of our friends and of the friends of better educational opportunities for our children.

Fifth.—While recognizing our present poverty and backward condition, we believe in the South and its people, with no sectional prejudice or false pride, but with a faith born of a knowledge of the history of the past, of the native ability of our people and of our unbounded natural resources. Only the full development of this ability and these resources is needed, and then will the South assume its rightful place among the sections of the Union, and its people among the peoples of the world. It is our home; we love it, and shall live and labor for its higher interests—

"The South whose gaze is cast
No more upon the past,

But whose bright eyes the skies of promise sweep,
Whose feet in paths of progress swiftly leap;
And whose fresh thoughts, like cheerful rivers run
Through odorous ways to meet the morning sun."

How great is the importance, then, of every parent's exercising the necessary control over his child until sixteen! By proper management this would not be difficult and might be the means of saving him from crime, misery, and remorse.—*Robert E. Lee.*

The next meeting of the Wake County (white) Teachers' Association will be held in Raleigh, January 8, at 11 o'clock. The topics for discussion are: The advisability of awarding prizes in the schools; incentives to study; the teaching of physiology and hygiene; and the spirit of the teacher. Miss L. N. Whitaker, J. M. Turner, D. M. House, Miss Anna Yates, and J. P. Cannady will lead the discussions. There will also be an election of officers.

This association is intended for all classes of white teachers, public and private alike, and every teacher in the county should be present at its meetings, in this way lending their aid to the improvement of the educational condition of the country. Wake should have the best association in North Carolina.

The Department of Superintendents of the National Educational Association will meet in Chattanooga February 22-24. Tickets will be sold on all railroads February 20, 21, and 22, with final limit of February 28, at one first-class fare. These meetings are always interesting and valuable, and this one is in the heart of the South, at a place easily accessible from all points. There should be a large attendance of Southern superintendents and teachers. As a rule, too few of us have attended these meetings even when they have been held in the South. At Richmond a few years ago only two teachers were present from North Carolina. More than this came from states of the far North-west. Let us do better this time. It will do us good to meet here the leading teachers from all parts of the country.

No profit grows where is no pleasure ta'en;
In brief, sir! study what you most affect.

—*Shakespeare.*

Secretary Charles J. Parker, of the North Carolina Teachers' Assembly, and Superintendent C. H. Mebane have been considering the advisability of having an interstate meeting of teachers at Asheville next summer. There has been some correspondence with other Southern states, and Tennessee, Georgia and South Carolina have favored the plan; but nothing definite has been done. This might result in much good, but it should not interfere with our own state association. The JOURNAL suggests that a programme for our association be arranged to occupy three days, and that

this be followed by the programme of the interstate meeting arranged for two days. This will permit all who desire it to attend both meetings, and will preserve our own association intact. The past has proven that three days are sufficient for the meeting of the Assembly. Much more can be accomplished in this time than can ever be accomplished with a programme extended over two weeks.

For a meeting of this kind to be valuable, all who attend it should be present at one time. This can never be secured with a programme of more than three days in length. Most people are too busy, or for other reasons they are unable to spend the whole of two weeks in this way. Let us condense our programme to three days at most, have speakers and audience all present at the same time, and thus secure a fuller interest in the discussions, and an opportunity for a wider influence. If the interstate meeting can be secured, let that follow immediately on the close of our own, and all who can will remain for it. If any wish to remain longer for recreation, this can easily be arranged for.

In a recent circular to the teachers of Buncombe county, Supervisor Ellis advises there should be some sort of public exercises at the close of every school. The programme should include every child in school, and all parents should be invited and urged to attend. We would like to add that no teacher should miss this opportunity to have the question of education, better schools and longer terms presented to the people. This much is due the children, the parents, the state and the cause.

President E. Benjamin Andrews, of Brown University, is lecturing on Robert E. Lee, whom he calls the greatest military genius of our country, as great as Napoleon, Wellington, Von Moltke, or Gustavus Adolphus—always a soldier, never impure in thought or act, never profane or obscene. And the cause for which he fought was not lost—the cause of government under the constitution. President Andrews will deliver this lecture at the Normal and Industrial College, Greensboro, N. C., March 15.

The school authorities of Hancock County, Ga. are arranging a graded course of study for the public schools of the county. A few counties in that state have already planned such a course.

The Holiday Gatherings.

Three important meetings of North Carolina educators were held in the holidays: The thirteenth annual meeting of the Association of City School Superintendents, at Greensboro, Dec. 28 and 29; the first annual meeting of County Supervisors, in the House of Representatives, Raleigh, Dec. 30; and the first annual meeting of the Association of Academies of North Carolina, Dec. 28 and 29. The meetings were all well attended, the papers presented were good, and the discussions interesting. We go to press too early to give any summary of these discussions or of any action taken by the associations. These will appear in the February number. Abstracts of papers read will be given, and many of the papers will be published in full. These will give special value to this number.

The JOURNAL is glad to welcome the two new Associations and wishes them all success. It augurs a brighter day for public education in North Carolina that so larger a number of County Supervisors can be brought together to discuss methods for improving the efficiency of their schools. The organization of the association is due to the tireless energy of Superintendent Mebane.

Next to a better system of public schools, we need more good academies, and private schools of a high grade. Nothing can ever take the place of these. As our public schools increase and improve, these will increase and improve. In those states where the public schools are best the academies are most important. They saved North Carolina and other Southern states from ignorance and aided in building up an excellent, though limited, culture when public schools were an unknown factor in the educational life. While the JOURNAL believes in public schools first, last, and all the time, from the Kindergarten through the university, it will always rejoice in the growth of these private institutions, and will gladly lend its aid in helping to build them up in every way. As in the public schools so here, there are many teachers whose interest stops with the small amount of money to be gotten for their labor. They "teach out the public money" or "run a school." But this is not the spirit of most. As a rule these academy men are an earnest band, working nobly for the good of their fellows and for the betterment of the intellectual and moral life of the people. Much good cannot fail to come from their association.

For thirteen years the superintendents of the city schools have held their meetings—the most interesting and, in many ways, the most valuable held in the state. The discussions are always of an intensely practical nature, and their intelligence and breadth would do credit to any body of teachers in America. When this association was first organized there were very few systems of city schools in the state, and none of them were in their own buildings or buildings erected especially for their use. In them all there were only two or three thousand children, taught at a cost of little more than thirty thousand dollars annually. Year by year the number of towns having these schools has increased and the individual systems have grown, until all the larger towns of the state can boast schools for all their children, taught by skilled teachers, and the equal of those of any state. Many of the towns have built comfortable and handsome houses for the schools of both races, and have equipped them well. These schools are supported by local taxation, voted, at first, by small majorities, but now paid willingly by all; for the people have seen the benefits and felt the new life which come from such institutions. This Association of City School Superintendents has had much to do with this progress. From their union has come strength, and from their unselfish devotion to the cause of the people and the people's children have come a purity of school administration unknown in most cities, and a rapid growth in efficiency of school work rarely seen. These men have been constant and true. Their sowing is beginning to bring forth fruit. But their work has only begun. High schools with well equipped laboratories and schools of manual training must be established in all the cities and towns. The standard of efficiency among teachers must be made still higher. There must be more individual work. The schools must be kept out of ruts and free from mere fads. The course of study must be made richer. The school-room must be made more home-like. The people must be made to take a greater and more intelligent interest in the education of their children. And, greatest of all, that which has been gained for some cities and towns must be extended to all others, and to the country districts.

The Catawba County Teachers' Association was organized at Conover January 1st. An excellent way to begin the new year.

Robert E. Lee's Birthday.

We call attention to the programme in this number of the JOURNAL for the celebration of Robert E. Lee's birthday, January 19th. No greater, truer man has ever lived among us. No character in history is more worthy the admiration and love of our children, nor offers a better model for our young men. It is well for a people to remember and honor their greatest men, and there is no better means of education than that offered by celebrating in the schools their birth and the great events of their lives. In every school in the South Lee's birthday should be observed with some appropriate exercises. The time will come when this will be done in every state in the Union.

The difficulty of preparing this programme has been much greater than would have been that for the celebration of some event or of the memory of some man about which suitable material has already gathered in great abundance. The time for its preparation has also been very limited. Next year the JOURNAL hopes to present a better arranged programme. We suggest that some one in each community be invited to address the children on Lee and his times. The address should not be in a partisan spirit, nor for the purpose of reviving sectional feeling. This would be wholly untrue to the character of Lee. On the same day the teacher might read to the school large extracts from the Hon. John W. Daniel's address on Lee. Through the kindness of the authorities of Washington and Lee University, to whom we are indebted for many other courtesies, we are able to mail a copy of this address to any subscriber to the JOURNAL OF EDUCATION who will send us a two-cent stamp to pay the postage. Or they may be had by addressing the Treasurer of Washington and Lee University, Lexington, Va. The pamphlet contains 83 pages.

Our thanks are also due Gen. G. W. Custis Lee and Capt. R. E. Lee for sending us copies of Lee's letters on education, and for their permission to publish them. We believe these letters have not been published before. They are well worth the careful consideration of every teacher, and of every parent interested in the welfare of his children.

To the publishers of Frank Leslie's *Monthly Magazine*; to G. P. Putnam's Sons, the publishers of Henry C. White's "Robert E. Lee and the Southern Confederacy," and to P. J. Kennedy, the pub-

lisher of "Father Ryan's Poems," we are indebted for cuts used and for permission to use copyrighted matter.

* * *

The best and most interesting *Life* of Lee that we have seen is that by Prof. Henry A. White, just published by G. P. Putnam's sons, New York, as one of the volumes of the Heroes of the Nations, under the title "Robert E. Lee and the Southern Confederacy." The story is charmingly told, and will be very interesting to any teacher or to any class of children studying the history of the United States. It is written with perfect fairness, and freedom from sectional passion and prejudice. It should be in every school-room and every teacher's library. The publishers' price of the book bound in *cloth* is \$1.50; *half morocco*, \$1.75. To assist our readers in securing this book for themselves or for their schools, we will send a copy of the book in either binding and the JOURNAL OF EDUCATION for one year to any new subscriber sending us the price of the book. The book and the paper may be sent to different addresses. Or we will send the book bound in *cloth* for a club of six new subscribers to the JOURNAL at the regular price of 50 cents; or in *half morocco* for a club of eight new subscribers.

The Winston Graded School Congress--A Practical Device in Civics Teaching.

The Twin-City *Sentinel* of December 18 contained an interesting account of a session of the Winston Graded School Congress. The Congress is composed of the members of the ninth grade, which is taught by Principal C. F. Tomlinson, and the Congress, with its routine of business, is only a practical device in giving instruction in civics after the plan outlined in Mr. Tomlinson's excellent article on that subject in the August number of this JOURNAL.

The roll-call revealed the presence of eleven Democratic members from as many Democratic states, nine Republicans from Republican states and four Populists from Texas, Kansas, Colorado and Nebraska.

As soon as the House was ready for business a committee was appointed to wait upon the President of the United States, who sent, later, a written message by his private secretary. During the absence of the committee, the credentials of three

new members, from Texas, South Carolina, and Iowa, were read and the Congressmen-elect took the oath of office.

The President's message discussed the tariff, Cuba, foreign relations, the increase of the army and navy, the increase in pensions, the purchase of the Klondike territory and other public questions. It was listened to with interest on both sides of the house.

A bill appropriating \$500,000 for a national monument to Thomas Jefferson was defeated through a combination of Populist and Republican members. A bill prohibiting foot-ball within the United States resulted in a tie, but was defeated by the Speaker (Republican) voting with the Democrats, who adhered strictly to the great doctrine of States Rights. A bill appropriating \$1,000,000 for a Federal building in Winston was carried after an interesting debate, in which it was shown that the revenues paid by Winston during the coming year will amount to more than that sum. A private pension bill was defeated.

The pupils of the seventh and eighth grades "filled the galleries."

Lessons of this kind involve a true principle of teaching, and are to be commended. It is the same principle that is involved in the Kindergarten and in Goethe's ideal pedagogic province—the idea of learning by doing or by vivid and realistic representation. Xenophon, in his description of education among the Persians—only a picture of his own ideal, no doubt—after telling us that the Persian boys went to school to have their sense of justice awakened and developed, says: "Therefore the masters spent the day especially in holding court among the boys, who, after the manner of men, brought indictments against each other for theft, violence, cheating, offensive language, etc., not only the convicted prisoners, but also the false accusers being punished." This is the principle of the moot-court of the law schools and of the imitation of veritable business transactions in commercial schools.

The *Sentinel* reporter describes with some minuteness the costumes of the members of this Congress, nor does he fail to say they were photographed in a body after the session was over. Is this an intimation of what we may expect when Congress has "become co-educational"?

Education is a better safeguard of liberty than a standing army.—*Edward Everett*.

The Teaching of North Carolina History--Where to Get Material. I.

We hear frequent complaints of the want of a good history of North Carolina. And every now and then the suggestion is made that Mr. So-and-So write a good history of the state.

Now good histories are not written to order. They are evolved by natural processes. First must be written the histories of localities, the histories of particular events, of distinctive epochs, of institutions, and the lives of men that made history. From this material the historian of comprehensive, logical mind, and imagination, will write the history of the State that we all want.

But in the meanwhile there is plenty of material for teaching our state history in schools, and teaching it as it ought to be taught, in a way attractive to children, and inspiring.

The JOURNAL OF EDUCATION proposes, in a series of articles, to describe the best of this material, and direct teachers where to get it. In these articles the JOURNAL has in mind the teachers of children and their needs, rather than the scholars that make a specialty of North Carolina history.

The JOURNAL does not intend to name all the books that have been published on North Carolina history, for all the older histories are out of print. But recently some good books on particular subjects have been published, and they are still on the market. Much has been published in college magazines and others, and in pamphlets, in publications of historical societies, some of which may still be obtained; and certain college magazines are now giving every month interesting articles on our state history.

The JOURNAL intends to mention only such books as may be bought now for a reasonable price, and to find out what back numbers of magazines and what pamphlets with historical articles may be obtained, and to publish, for the information of teachers, their contents, price, and where to get them. Only publications helpful to teachers of children will be noticed thus.

History taught to children must be, first of all, attractive. Children are hero worshipers. Teach them, then, of men of action, deeds of adventure and courage. Anecdotes illustrating the life and customs of a period are enjoyed by them. If the textbook is not suited to the class, the teacher would do better to let it alone, and read, instead, extracts

from some good writers about some man, or event, or custom that is interesting to children.

Often the title of the book does not convey an idea of its contents. For example, the best description of Tryon's Palace is in Vass' "History of the Newbern Presbyterian Church," and the best account that a teacher could read to a class of the Stamp Act on the Cape Fear is in Waddell's "A Colonial Officer and His Times."

The "History of the Newbern Presbyterian Church," by Rev. L. C. Vass, is much more than a church history. It includes much of the history of Eastern North Carolina. Indeed over half the book is about other things than the Newbern Presbyterian church. The best history of Governor Tryon's famous palace is in this book. It has a picture of the palace, fac-similes of Tryon's seal, and a marriage license issued by him. Altogether there are thirteen illustrations.

This is one of the most valuable books on our early history that a teacher can get. It contains such a variety of information as the following partial list of contents shows:

"The Settlers," with particular account of the Quakers, Highlanders, Huguenots, Palatines, Swiss, "Earliest Churches" of all Denominations, "Mecklenburg Declaration," "First Printing Press," "Revolutionary Privateers," "Education."

The best history of Newbern is in this book.

For sale by George Allen, Raleigh, N. C., pp. 196, price \$1.00.

"A Colonial Officer and His Times," by A. M. Waddell, is a biography of Gen. Hugh Waddell, an officer from North Carolina in the French and Indian War. He led the North Carolina troops in the expedition against Fort Du Quesne and against the Cherokee Indians.

The best account of the resistance to the Stamp Act by the men of the Cape Fear section is given in this book. This chapter is very interesting reading for school children, and ought to be in textbooks. It was the ablest resistance to the Stamp Act anywhere. Waddell and Ashe were leaders in this.

Gen. Waddell also commanded a body of troops that marched against the Regulators. A chapter of the book is devoted to this war. The author does not have a good opinion of the Regulators. He thinks them a lawless mob.

There is a chapter on the social life of the colony, and a sketch of the old town of Brunswick, on the Cape Fear, below Wilmington.

Col. Waddell is a master of English. His book

is good literature, as well as good history. Every North Carolina teacher that teaches American history should have this book, and use it.

For sale by A. M. Waddell, Wilmington, N. C., pp. 240, price \$1.00.

The *College Message*, of Greensboro Female College, is devoting more space to the history of North Carolina than any other magazine. In the September number Prof. Charles L. Raper, of Greensboro Female College, began a series of articles on "The Church and Private Schools of North Carolina." Professor Raper has had the use of a large number of authorities, and is giving information to be found in no other one publication. The student of our State history should have these articles, which are still coming out in the *College Message*.

In the October number Miss Maude England, one of the editors of the *College Message*, contributes an entertaining article on "A Ramble Among Old Newspapers." The best sort of history is to be found in the files of old newspapers. Every school ought to keep a file of its local paper. Miss England gives extracts from papers dating as far back as 1827. A teacher could prepare a good lecture for a class from the hints in this article.

The November number contains a "History of West Market Street M. E. Church, South, Greensboro, N. C.," by Ruth York. This is mainly, though not altogether, of local interest and the student of Methodist Church literature. But the history of preachers' salaries and other church expenses, and the anecdotes of church discipline will be useful material for any teacher.

Prof. J. M. Bandy contributes to this same number a discussion as to the locality of Dillon's Mill, mentioned in Cornwallis' order-book, and being somewhere in the neighborhood of Guilford Court House. Mr. Bandy has found this mill, and gives evidence to prove it. This is an article for the critical student of history rather than the common school teacher.

"The Regulators," by Miss Jennie Webb, another editor, in the December number, is not a history of the episode known as the Regulation, but consists more of comments upon the participators, with quotations from Caruthers, Bassett, Williamson, Waddell, The Colonial Records, and other sources. This article tells of their grievances, some of their acts, and the character of the rebellion.

The *College Message*, Greensboro, N. C. Price, 15 cents; yearly subscription, \$1.00.

In the *Trinity Archive* for October is an article on "Running the Blockade from Confederate Ports," by Dr. John S. Bassett, Professor of History at Trinity College. The most celebrated port of the Confederacy was Wilmington. The commerce carried on here in spite of the blockade was of great value not only to North Carolina, but to the whole south.

This article contains information that teachers should have, and that will interest children. The most inattentive boy would listen to the reading of Captain Maffitt's account of his running into Wilmington with a cargo of gunpowder while the Federal vessels were firing upon him.

The *Archive* for November has an article on "The Legal Regulation of Public Morals in Colonial North Carolina," by B. F. Carpenter. It is not generally known that there was ever an established church in North Carolina. This colony was far from having religious freedom. In teaching the causes of the Revolution in North Carolina, the religious tyranny, with which this article deals, cannot be omitted.

Trinity Archive, Durham, N. C. Price 15 cents. Yearly subscription, nine numbers, \$1.25.

H.

Geography by Object Lessons.

The teachers in a large number of towns will have an opportunity soon of teaching North Carolina geography by means of object lessons.

Messrs. Ramseur and Moore, of Charlotte, have had a car built, and have placed in it articles illustrating the natural resources of the state and its manufactured articles. It is a small museum devoted to North Carolina products. The car is named The City of Charlotte. It is beautiful, both inside and out. It will be taken to all the principal towns in North Carolina, and remain a day or two in each.

This "Rolling Exposition" is worth many times the cost of admission to children (five cents) as an educational agent. There are specimens of 108 different kinds of native woods; a large number of varieties of fruits and vegetables, including 53 kinds of beans, and a water melon weighing 80 pounds. The mineral display is large and instructive of the great natural wealth of our state. Mica is the most important mineral industry in North Carolina. The most interesting minerals in this collection to chil-

dren are the fac-similes of gold nuggets. The largest one weighed twenty-two pounds. It was found by a farmer in Cabarrus county, and used by him to prop his door open. He sold it to a stranger for \$2.50. The nugget was afterwards sold for \$6,000.

This anecdote will get every child interested in the "Rolling Exposition," and once within the car they will form a better idea of the resources and products of North Carolina than they can learn from any book.

The feature of this exhibit most helpful to teachers of geography is the pictures of places in different parts of North Carolina. Next to travel, nothing can equal pictures in giving an idea of the appearance of countries. Our state, extending from the ocean to the mountains, affords every typical form of land and water. Whether you are teaching the geography of North Carolina or not, if you have any classes in geography, particularly beginners, these pictures will illustrate your teaching.

Below are the names of some of the pictures in this collection, and the JOURNAL OF EDUCATION would suggest that teachers prepare their classes to see them before the "Rolling Exposition" arrives, by telling about the places, the differences between these other places and the children's home, the occupation of the people, the climate; and if the children have advanced to map study, locate them on the map.

It is hard for children in the eastern part of the state to imagine what mountains are. Tell them to look at the pictures in the "Rolling Exposition" of Round Knob, the railroad going up the mountains, the picture "above the clouds," and others. Children in the mountains will be interested in the eastern pictures of broad, level fields, and wide, sluggish rivers.

MOUNTAIN PICTURES.

Round Knob Hotel, near view.
Round Knob, hotel, fountain, railroad.
Ascending the Blue Ridge.
Mount Mitchell.
Tuckaseegee River.
Caney River.
Mountain farms in Ashe and Yancey counties.
Bailey's Bend, French Broad River.
Above the Clouds.
Looking west from Blowing Rock.
St. Bernard Mountain.
Hay Farm, a farm in a valley.

SEA-COAST PICTURES.

Atlantic Hotel, Morehead City.
Cape Fear River at Wilmington.
Avoca, several pictures of fisheries.
Cape Hatteras Light House.
Neuse River at Newbern.
A Sharpie in Beaufort Harbor.
Flooded rice field, Brunswick county, containing a big oak
with hanging moss growing on it.
Deer Range, Hyde Park, Beaufort county.
Alligator Canal and Deer Range, Hyde county.
Oyster schooner at Washington.

MISCELLANEOUS PICTURES.

State Capitol at Raleigh.
State Penitentiary at Raleigh.
Insane Asylum at Morganton.
Fish trap in a river in eastern North Carolina.
Smith River, Rockingham county.
Cabbage farm, near Newbern.
Bean field, near Wilmington.
Great Falls of the Roanoke, near Weldon.
Gold mine.
Scraping and dipping turpentine.

Here is an opportunity for some live teaching on subjects of real and immediate interest. If the teacher is not well informed herself on all these localities, all the more reason why she should study them with her classes. All necessary information can be obtained from "The Hand Book of North Carolina," or the later edition of it entitled "North Carolina and its Resources." The Commissioner of Agriculture, at Raleigh, will send free upon request one of these books to a teacher that wishes it for class instruction.

H.

Children become proficient in reading by practice. Progress is made not by desperate struggle, with difficult passages, but by much reading of easy, attractive literature. Ordinarily, primary pupils read little or no literature. They read words and meaningless sentences. But after a child can call written words, all his reading should have some thought in it, some real, genuine interest, which is very different from artificial interest worked up by a teacher on class.—*The School Supplement*.

Wisdom that is hid,
And treasure that is out of sight,
What profit is in them both?
Better is a man that hideth his folly
Than a man that hideth his wisdom.

—*Jesus the Son of Sirach*.

Trained Teachers and Long Service.

A parent writing to the Florida School Exponent on the need of more mature and better prepared teachers suggests there should be two examinations for teachers before they are fully licensed to teach in the public schools. To the first of these should be admitted no women under eighteen years of age and no men under twenty. Those who pass this examination with credit should be licensed only to teach two years on trial and at the lowest salary. At the end of the two years those who have taught with some degree of success, showing special ability should be admitted to a second examination, and be given certificates of such grade as the results of this examination entitle them to; but no one should be licensed to teach who will not first agree to teach for a term of years—the writer suggests ten. He rightly claims that much time and money are wasted and other injury caused by young women who teach a year or two while awaiting marriage, and by young men who teach a short time before beginning law, medicine, or business. These people have little interest in the work itself, and whatever their native ability and education, they accomplish very little.

There is much good sense in this, and it is well worth the careful consideration of all who are interested in the public schools. "No man can serve two masters."

An Old-Time Essay on Education.

To most modern Bible readers the book of Ecclesiasticus, or the wisdom of Jesus the Son of Sirach, is practically unknown, therefore many of the readers of this JOURNAL may not have seen the following very interesting essay on parental discipline—interesting as showing the ideal and, no doubt, the practice of all the more careful parents among the Jews in the three or four centuries preceding the birth of Christ. When one remembers that the discipline of the young among the Jews was governed by higher principles, and was more humane than among most other people of that time and for many centuries following, this essay becomes interesting as showing what we have grown away from.

He that loveth his son will continue to lay stripes upon him, that he may have joy of him in the end. He that chastiseth his son shall have profit of him, and shall glory of him

among his acquaintance. He that teacheth his son shall provoke his enemy to jealousy; and before friends he shall rejoice of him. His father dieth, and is as though he had not died, for he hath left one behind him like himself: in his life he saw and rejoiced in him, and when he died he sorrowed not; he left behind him an avenger against his enemies, and one to requite kindness to his friends. He that maketh too much of his son shall bind up his wounds; and his heart will be troubled at every cry. An unbroken horse becometh stubborn; and a son left at large becometh headstrong. Cocker thy child, and he shall make thee afraid; play with him, and he will grieve thee. Laugh not with him, lest thou have sorrow with him; and thou shalt gnash thy teeth in the end. Give him no liberty in his youth, and wink not at his follies. Bow down his neck in his youth, and beat him on the sides while he is a child, lest he wax stubborn, and be disobedient unto thee; and there shall be sorrow to thy soul. Chastise thy son and take pains with him, lest his shameless behaviour be an offence unto thee.

The Asheville Paidology Club.

ISABEL INGERSOLL LOCKWOOD, ASHEVILLE, N. C.

December, 1897, opened the fourth year in the life of the Paidology Club, of Asheville, North Carolina. Seven earnest-hearted mothers formed the nucleus of this club, and around them soon gathered a circle of interested followers.

The first topic discussed was, "The Possibility of Public Obedience, and Methods of Obtaining it;" and in the months which have followed, the members of the club have not lowered their standards, but have been stimulated and encouraged to nobler methods and higher ideals.

Truthfulness, punishments, courtesy to servants, our neighbor's children, and many kindred topics have been studied and discussed; and not alone this moral and mental development, but physical requirements of various kinds have been under consideration. Physicians and educators have contributed to the success and instructiveness of the meetings—and a continually growing attendance has testified to the interest of members and visitors. The very high sounding name of the club—a name then recently coined by Prof. Oscar Chrisman—was a sort of inspiration, and its meaning, "child-study," expressed most accurately the intention of the members.

The club has not escaped the notice and criticism of the press, but even the Asheville dailies would lament its death—as thereby they would lose the wherewithal to "point a moral or adorn a tale."

The only requisite for admission into the Paidology Club, is an interest in its line of study—though many of its members are such because of their motherhood and their consequent duty in this direction. The appended programme of topics for 1897-'98, will show what lies before the Club in the way of study and improvement. All these subjects have to do with the school life of the child.

Introductory: Heredity and Environment,
Advantages of the Kindergarten,

Safeguards for the beginners,
Co-Operation of Parents and Teachers,
Public vs. Private Schools,
Best Ways of Rousing a Healthy Ambition,
Evils of Crowding in School Work,
Co-Educational Common Sense,
Physical Ills of School Life,
The Sin of Self Sacrifice,
Banquet in Memory of the Foremothers at Robinson Castle,
Unfortunate Influences in School Life,
Benefits of School Life,
Helpful Sympathy and Judicious Praise,
The Companions of Our Children,
Spiritual Education,
Keeping in Touch With the Young People's Studies,
Paidology Picnic,

Art in the School Room,

MISS MELVILLE VINCENT FORT, STATE NORMAL AND INDUSTRIAL COLLEGE.

It is pleasing to observe the desire to take the coldness and desolateness from the white-washed walls of our school rooms by ornamenting them; but, before we attempt too much along this line, let us consider what pictures are of the greatest value and why.

The Aesthetic side of our nature should not lie dormant. This, as well as every other faculty, should be trained for its sphere of action. "Delightful Scenes" says Addison, "whether in nature, painting or poetry, have a kindly influence on the body." A cultivation of a love for the beautiful, tends to create in us a distaste for evil and to lift us above the sordid love of gain and the baser passions of life.

Sir Thomas Lawrence once said to a young man: "If I were you, I would not allow my eye to become familiarized with any but the highest forms of art. If you cannot afford to buy good oil paintings, buy good engravings of great pictures, or have nothing at all. If you allow your eye to become familiar with what is vulgar in conception, your taste will insensibly become depraved."

In judging of a picture, I would say, look first to the *drawing*, if that is bad, it is useless to go further. Nothing can compensate for poor drawing.

Beware of gaudy pictures. Granted that nature is the source of all art, and that nature is often gaudy, there are nevertheless some things in nature that an artist does not care to copy, and others that he cannot, for instance, some sunsets, some mountains, the Falls of Niagara, etc. No picture

in which the artist made an exact copy of his model has become famous. He who copies nature is only an unsuccessful rival of the camera. The artist must know nature; truth to nature is indispensable, but it must be an accessory, not a principal. Art then in the highest sense, is nature idealized, a recreation of it. Genius alone can bring out its hidden soul. The theory known as realism, making physical things the basis of art, is poisoning the ideal of the beautiful.

"Art for art's sake," is becoming a popular cry with many people. "Beauty is its own excuse for being," they tell us; but let beauty be subordinate to good. The laws of ethics must be considered. A perfect form may not be placed in defiance of morals. A picture must suggest good, not evil. What has become of the nations that gave beauty a superior place?

All good art has the power of pleasing. If you do not like the old masters, have the courage to say so; it will take courage to depart from an old tradition. If we have opinions of our own in regard to other matters, why not in regard to this? Why be blindly led by a great name? Learn to like a picture for what is good in it, look for the artist's meaning and his method. It is safe, however, in choosing pictures for our schools, to select those that have stood the test of time and have been pronounced great by the best of many generations. It is with pictures as with literature. In each case the greatest are, for children and older people alike, the best.

Let us look upon art as a language, a mode of expressing an idea, an emotion, or a conception. A picture is good only, in so far as it accomplishes its purpose. An insight into the character of an artist is often seen from his pictures. In Raphael's paintings we have beauty, sweetness, taste; in Michelangelo's, energy, imagination power. As were their pictures so were the men.

For many centuries there was no pictorial art as we have it today. All art was subordinate and had no independent existence, being used to decorate the walls of temples, cathedrals, etc. Each work of art seemed fitted and suited to its position. The rich and poor alike, had access to the best that was to be seen. After all, was not that the place for paintings and statuary? To-day we go through great halls filled with innumerable pictures and statues, coming out with aching eyes and a dazed recollection of yards of canvass and figures of no definite forms. Let us back to the

ancients, at least to the extent of putting a few copies of the best pictures in all public buildings, and especially in those homes of the children, the school rooms.

The Renaissance gave a mission to art, the interpretation of the Bible. Christ, the Virgin, and Saints were substituted for the Gods and Goddesses. In the pictures of Christ no type was strictly adhered to, but he is easily recognized by his unshorn locks and unshaven beard. Previous to the fifteenth, the fourteenth, or even the thirteenth century we find this type. Constantine reigned from 307 to 337, and this likeness existed before that time. Is it a portrait of a real man, could it be a likeness of Christ? The heart of man has never been satisfied to accept it as such.

A slight conventionality adhered to through all schools in regard to the Madonna, is the draping of the head. Raphael is the painter of Madonnas. His "Sistine Madonna" is claimed by some to be the most wonderfully beautiful picture in the world. Until the year 1840, no reproduction of this picture had been made, and only those could enjoy it who had the time and money to see it in its home in Dresden. Now we can all have, at small cost, at least good copies of the best pictures; and are not the best pictures these of Christian art?

Tennyson tells us "that things seen are mightier than things heard." If this is true, would it not be more impressive to show a child "The Last Supper" by Da Vinci, than to tell him the story of it. There is such a fine grouping of figures, so much action, consternation, revenge, and sorrow in the picture. This painting is not only one of the twelve, but one of the *three* masterpieces of the world.

Guido Reni is always effective and picturesque. Is there any one to whom the sad upturned face of Murillo's "Mater Dolorosa" does not appeal? Sir Joshua Reynolds has given us lovely and lovable children.

In conclusion let me say that I would suggest, as a good one, the following scheme for presenting a picture for study:

- 1st. Name.
- 2nd. Description.
- 3rd. Action.
- 4th. Cause of Action.
- 5th. Story.
- 6th. Artist.

1. "Christ in the Temple."

2. The boy, Christ, is talking with the learned men by whom he is surrounded. In their faces we see wonder and astonishment. The light in the picture seems to emanate from the body of Christ.

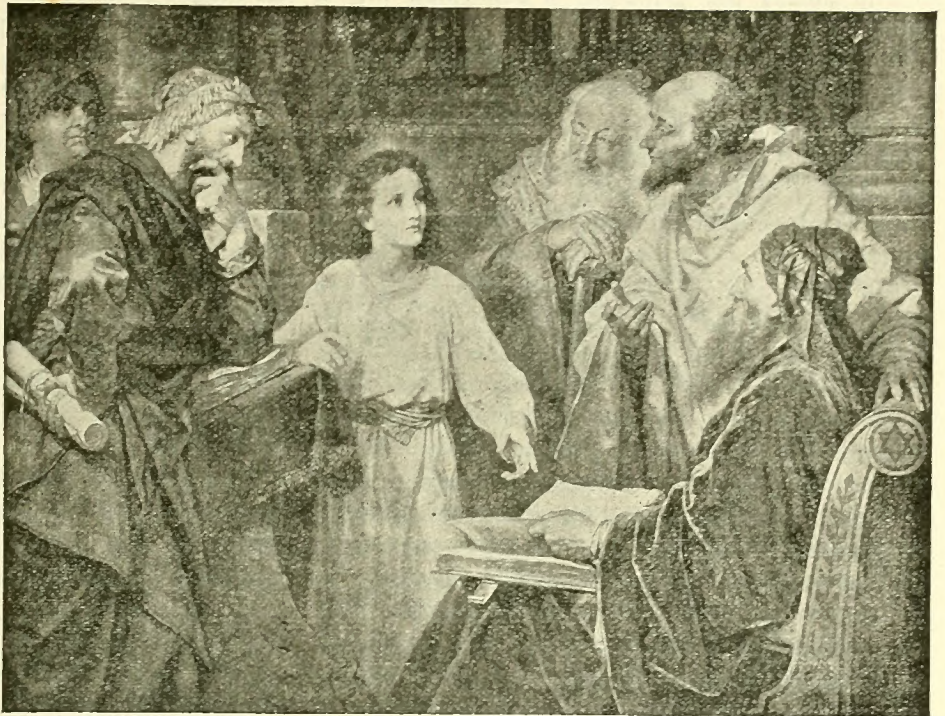
3. The book held by one of these wise men is being discussed. With one exception the men stand, leaning toward this marvelous boy, who is pointing toward the book, but seems to be looking beyond earthly things.

4. His divine mission is felt by Christ. These men are astonished at his wisdom, they are eager to hear his words.

5. When Christ was twelve years old, he went with Joseph and his mother to Jerusalem, after the custom of the feast of the Passover.

As they were returning home after the feast, Christ tarried behind. After a day's journey He was missed, and was sought for through the company of people that was returning home. Not finding Him there, Joseph and Mary went again to Jerusalem, and "after three days they found Him sitting in the temple, in the midst of doctors, both hearing them, and asking them questions. And all that heard Him were astonished at His understanding and answers."

6. Heinrich Ferdinand Hoffman, was born in Germany, in 1824. He is a historical painter, fond of dramatic effects. He has painted many Bible scenes, as well as scenes from Shakespeare.



secured to education, and the aid which would be afforded teachers by such co-operation would be very great; as all who have any experience on the subject must be aware of the obstacles at the very threshold of education, arising from the want of proper family management. If therefore, they can be removed, much good will be attained; and this result can in some degree be accomplished by inducing parents to consider the fundamental principles to be observed in the education of their children.

In its broad and comprehensive sense, education embraces the physical, moral and intellectual instruction of a child from infancy to manhood. Any system is imperfect which does not combine them all; and that is best which, while it thoroughly develops them, abases the coarse animal emotions of human nature and exalts the higher faculties and feelings. A child has everything to learn, and is more readily taught by having before it good examples to imitate, than by simple precepts.

He should therefore, as far as circumstances will permit, be encouraged to associate with his parents; for his heart must be affected, his feelings moved, as well as his mind expanded. He may be taught that it is criminal to steal, and sinful to lie, and yet be unable to apply this knowledge to the government of himself; and it will therefore be of no value

The Co-operation of the Public and of Parents With Teachers.

AN UNPUBLISHED LETTER OF ROBERT EDWARD LEE, PRESIDENT WASHINGTON COLLEGE, 1865-'70.

LEXINGTON, VA., JAN. 17, 1867.

Prof. J. B. Minor, University of Virginia, Albemarle County, Virginia.

MY DEAR SIR:—I have been informed by the corresponding secretary of the Educational Society of Virginia, that I have been appointed in conjunction with yourself and the Rev. Dr. Dabney a committee to prepare an address to the public and parents of Virginia, urging them to a more hearty co-operation with teachers in matters of instruction, discipline, etc. The benefits that would be

to him unless the principle is confirmed into a habit.

Obedience is the first requisite in family training. It should be made sincere and perfect, and to proceed as much from affection as a conviction of its necessity. To accomplish this, great prudence and the exercise of much patience are necessary. By firmness mixed with kindness, the child by repeated experience will learn that he is not to follow his first impulse, and that self-control, which even an infant can understand, is necessary to his comfort. Neither violence nor harshness should ever be used and the parent must bear constantly in mind, that to govern his child, he must show him that he can control himself. One of the most common errors in the management of children, is irregularity of behavior towards them. They are as skilful as pertinacious in their attempts to gratify their self-will; at one time trying to evade authority, at another, to oppose it. If they once succeed, they are encouraged to persevere; and it is necessary for the parent to meet the first attempt with firmness, and not permit himself to be baffled either by evasion or resistance. Although a child may not yield to threats and may defy punishment, he cannot resist patient kindness and gentle admonition.

The love of truth is equal in importance to habitual obedience. Every encouragement, even to the pardoning of offences, should be given to its cultivation. Children are naturally truthful, and they should be accustomed to hear the truth always spoken, and candor, integrity and confession of error, with a detestation of falsehood, dishonesty and equivocation should be sedulously inculcated. A strict adherence to promises made to them is of the utmost importance, as well as the removal of all temptation to misconduct. They should also be prepared and warned against its attacks.

Sentiments of religion should be early impressed upon the minds of children by personal explanation and systematic instruction. As the intellect expands its sacred truths will be comprehended and felt, and its motives and principles be strengthened and confirmed by practice and habit. An essential part of the education of youth is to teach them to serve themselves, and to impress upon them the fact that nothing good can be acquired in this world without labor, and that the very necessities and comforts of life must be procured by earnest and regular exertion. They should also

be taught to know that after having been reared and educated by their parents they should not expect them to further provide for them, and that their future subsistence and advancement must depend upon themselves. Parents sometimes commit the mistake of allowing their children, after having reached the period of life when they ought to be engaged in making a livelihood, to rely upon them for support. This encourages them in injurious idleness, and destroys that spirit of self-dependence which is necessary for their advancement in life, and causes them to appear so unreasonable as to depend upon them, after having arrived at the age of being able to think and act for themselves.

The choice of a profession is not of so much importance as the manner in which it is pursued. If habits of self-control and self-denial have been acquired during education the great object has been accomplished. Diligence and integrity in any useful pursuit of life will be sure to secure property and fame; and success will result from engaging in that business in which the generality of mankind are interested.

I have given you the foregoing sketch of what I have thought might form in part the groundwork of a suitable address, to be modified or suppressed as you and Dr. Dabney may determine. As I have no knowledge of the views of the Educational Society as to the kind of address that is desired, I must leave to you two its preparation; as I am sure you will do it more satisfactorily than I could.

What I have written is derived from my reflection and experience.

Very respectfully and truly yours,

R. E. LEE.

The Way.

WILLIAM STEELE SHURTLEFF.

First, find out Truth, and then,
 Although she strays
 From the beaten paths of men,
 To untrod ways,
 Her leading follow straight,
 And bide thy fate!
 And whether smiles or scorn
 Thy passing greet,
 Or find'st thou flower or thorn
 Beneath thy feet,
 Face on! nor fear thy fate
 At Heaven's gate.

Elementary Arithmetic.

PHILANDER P. CLAXTON, NORMAL AND INDUSTRIAL COLLEGE, GREENSBORO.

Fourth Step.

Having learned to count by ones and by tens and to write numbers, and having done a large number of concrete problems in addition, subtraction, comparison, multiplication, division and fractional parts, counting by ones of units, ones of tens, and ones of hundreds, using counters when necessary (It usually will be necessary at this stage), the children are ready to begin to learn those facts of combination and separation which will enable them to do their problems much more easily and rapidly than they have been able to do by the slow process of counting by ones. The next step is to learn the thirty-six *additive facts.

Just why this and the sixth step are treated as they are will be better understood if it is remembered that numbers can only be combined into larger groups, separated into smaller groups, or compared one with another. This may involve; (1) adding one number to another; (2) taking away a part of a number—a smaller number from a larger of which it is a part; (3) measuring one number against another; (4) combining many equal numbers into one larger number; (5) separating a larger number into many equal smaller numbers, the size of the smaller number being given; (6) separating a larger number into a given number of equal smaller numbers; (7) finding the ratio of one number to another.

The formulas for the first, second, and third of these operations are—

$$4+2=6, \text{ four and two are } \textit{six}.\dagger$$

$$6-2=4, \text{ six less two is } \textit{four}.$$

$$6>2=4, \text{ the difference between six and two is } \textit{four}.$$

The formulas for the fourth, fifth, sixth, and seventh are—

$$2\times 3=6, \text{ two threes are } \textit{six}.$$

$$6=2\times 3, \text{ six contains } \textit{two} \text{ threes.}$$

$$\left. \begin{array}{l} 6=3\times 2 \\ \frac{1}{3} \text{ of } 6=2 \end{array} \right\} \text{ six are three } \textit{twos}, \text{ or one-third of six is } \textit{two}.$$

$$2=1\text{-}3 \text{ of } 6, \text{ two is } \textit{one-third} \text{ of six.}$$

The first, second, and third depend equally on

*The word is used for want of a better one, and is intended to include those facts of number combination which are used in addition, subtraction, and comparison—the facts of the addition and subtraction tables.

†In each case the number to be determined is put in italics. The formulas are given in known rather than unknown quantities so that none may fail to understand them.

what I have called the the thirty-six additive facts and should be taught together. The fourth, fifth, sixth, and seventh depend upon another set of facts—the thirty-six multiplicative facts, and should be taught together, after the first three have been thoroughly mastered. Having given it a fair trial, I have no patience with the confusions of the Grube Method.

With counters or with broad chalk marks on the black-board, proceed with these additive facts as follows, the children counting the marks as you make them. This may be done in concert.

* * * *

How many marks? How arranged? Two and two. What do you learn? Four are two and two. Placing eraser over one group, What can you say? Four less two is two. Joining the groups thus: * * * *, What can you say? Two and two are four. Measuring two beside the four: * * * *, What can you say? The difference between four and two is two. These may be written thus:

$$4=2+2. \text{ Primary fact to be learned.}$$

$$4-2=2$$

$$2+2=4$$

$$4>2=2$$

} Secondary facts to be thought out from the primary fact.

* * * *

One, two, *three*—four, *five*; the children count as the large marks are made on the board. They then count the last group back; one, *two*. What do you see? Five is three and two. What follows? (placing eraser over each group successively, joining the groups, and measuring three and then two beside the five, as before). Five less three is two. Five less two is three. Three and two are five. The difference between five and three is two. The difference between five and two is three.

$$5=3+2. \text{ Primary fact.}$$

$$5-3=2$$

$$3+2=5$$

$$5>3=2$$

$$5>2=3$$

} Secondary facts following from primary fact.

In the same way treat six—

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Seven—

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Eight—

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Nine—

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Ten—

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Eleven—

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Twelve—

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Thirteen—

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Fourteen—

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Fifteen—

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Sixteen—

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* * * * *

Seventeen—

* * * * *

Eighteen—

* * * * *

Children will soon learn to think quickly the secondary facts as soon as the primary fact on which they depend is learned. In doing this, it is well to let the children close their eyes and imagine the groups, and the operations of taking away, combining, and measuring the smaller number against the larger. This power to visualize is all-important in learning arithmetic, and it is well worth while to take sufficient time and pains in gaining it. Little progress can be made without it. Indeed, I know only one rule for arithmetic: See clearly, and write accurately what you see. As long as this rule is followed, progress will be sure and rapid. Each step will give power for the next, until soon the child will have mastered the whole subject. At the same time he will have gained

clear concepts of number and of number relations and will have formed a mental habit that will be exceedingly helpful in all higher mathematics. It is just from lack of these elements and this mental habit of visualizing clearly that so many fail in arithmetic, algebra and geometry, and that all spend three or four times as much time on these as should be necessary to accomplish all they do accomplish, and more. The few who have this power become mathematicians. Few or no others do.

It will be noticed in the above groupings that no combinations with *one* are used. These are already known, having been learned when the children learned to count. It is a good pedagogical principle not to give any old matter to be learned as a new lesson, but rather to distinguish the old from the new, and use it on every possible occasion. The teacher might say, for instance, we already know two and one are three. Then, one and two are how many? Three, less one? Three, less two? etc. The same is true of combinations with ten or more. In learning to count by tens the children learned that thirteen is one ten and three ones—two different counts, and not at all like nine and four. In adding twelve and four nothing more is involved than in adding two and four. Children should not be confused by being made to think there is anything new in it.

Each of these thirty-six facts constitute a separate lesson, and usually not more than one of them should be given at a single recitation. If they are all well learned in thirty-six days, the teacher should be satisfied. Many children do not learn them in as many months. Many problems should be given in connection with each lesson—A boy has five apples; he eats two. (The teacher should make the statement and leave the question to be asked by the pupil. This rule should be followed in text-books. For the child to ask the question is an excellent start toward finding the answer.) A girl has one ribbon three yards long and another two yards long; she pins them together. John has a kite-string fifty yards long; Henry has one twenty yards long. (This is the difference between five *tens* and two *tens*, and is no more difficult than finding the difference between five *ones* and two *ones*.) Mary lives three miles north from town; Lucy two miles south. Mr. Jones has five hundred dollars; he pays three hundred for a piece of land. A house is worth three thousand dollars; the lot on which it stands two thousand. The more problems of this kind the better.

At the close of each lesson the children should repeat the primary and secondary facts in the order given above. They should also write them in figures on slate or paper. Every recitation should contain a few problems for review of previous lessons, and one or two periods each week should be devoted entirely to review. Frequent drills should be given on the primary facts already learned, as only these need to be held by mere force of mechanical memory.

To give greater facility in the use of these combinations, there should be much drill like this: Nine and four are how many? Nineteen and four? Twenty-nine and four? etc. Fifteen less seven is how many? Twenty-five less seven? Sixty-five less seven? etc.

Be satisfied with nothing less than perfect mastery of these facts on the part of every pupil. They are learned that the process of counting may be shortened, and no more counting on the fingers or by the aid of marks rapidly made should be permitted. Many children never learn these facts, and, as a result, their work is always painfully slow and their progress in higher arithmetic greatly impeded.

First and Second Grade Geography Lessons Which Center Around the Weather Chart.

MISS M. W. HALIBURTON, STATE NORMAL AND INDUSTRIAL COLLEGE.

Drill children upon right and left—position of other objects in relation to their own bodies. Have them measure with foot-rule and yard-stick distance of one object from another. Then teach cardinal points. Begin this out of doors in the fall, when the sun rises and sets directly east and west. While learning these, begin to watch the sun's yearly path, the children reporting once a week the sun's position at sunset and sunrise, as viewed upon the spot at home selected as the post of observation.

Teach zenith and horizon. To give correct idea of the latter, carry children from the lowest to the highest point in the neighborhood of the school, helping them to see that the circle in which earth and sky seem to meet is more enlarged the higher one goes to view it.

Have children observe early in the day and again at noon the length and direction of their own shadows and those of stationary objects.

Erect a stick upon some such circular disk as the lid of a cheese box; and mark the position of its shadow as it varies from week to week. [See "Systematic Observations of the Sun" in October JOURNAL.] Have lessons to teach that air, though invisible, is everywhere. You wish to teach that wind is air in motion; but, before you can do this, you must show that heated air takes up more room than cold air, that it is lighter, that it rises, that air presses in all directions, and what currents of air are. Blow a hog's bladder two-thirds full of air and tie it tightly. It is then still limp and flabby. Show that it will not float. Lay it before the fire, where children can see that, though no more air is going in it, swells more and more and finally bursts.

Treat another bladder, or better still, a toy balloon in the same way, taking it up before it bursts. No more air has been put in it; only that already in it has been heated. Show that it floats. While still tightly closed lay it aside until the air is cooled, and the balloon has become limp and flabby again. Why? It will not float. Why? What does air do when heated? What does air do when cooled? Which is lighter? What does the heat from chimneys and locomotives do to the air above them? Which way does the smoke coming from these into the air show that the air is going? Does heated air rise or fall?

Bring two thermometers which register the same. Let children read the temperature when they are brought in. Let one boy on a step-ladder, hold one thermometer near the top of the room for some time, while another boy holds the other thermometer close to the floor. Read the temperature indicated by each. Where is the warm air? Where is the cool air? Why does the warm air remain at the top?

You wish the children to learn that air presses in all directions, and that it is only because it is lighter that warm air is pushed upward.

Fill a wine-glass with water, carefully covering it with a piece of thick, smooth paper. Holding the paper with the left hand, invert the glass. What keeps the paper pushed up against the water? What can air do? In what direction is it pushing now. Take a glass tube open at both ends, cover one end tightly with the palm of the hand and fill the tube with water. Carefully put the other end under water in a dish, keeping the palm tightly over the top opening. The water stays up in the tube as long as I keep my hand

over the top. If I take my hand away, what comes against the water in the tube? See what happens when I remove my hand. What pushed the water down the tube into the dish? In what direction was air pushing then?

Have children give any experiences of draughts which they have felt at the bottom of doors and windows. Why so disagreeable? Let one boy on a step-ladder hold a lighted candle by the crack at the top of the door, let another hold one at the bottom. Watch the flame of each. What moves it? What kind of air is at the top of the room to go out? What kind is coming in at the bottom? Give the name "currents of air," and apply what has just been learned of the nature of the wind. Before this time the children have learned the cardinal points, and from them will learn to name the winds; but the teacher must be careful that they do not name them from the direction in which they are *going*. The lessons in columns 4 and 9 [See November JOURNAL, page 22] are:

Position, direction, and distance.

Cardinal points.

Sun's yearly path.

Zenith and horizon.

Experiments to teach that—

Warm air takes up more room than cold air.

Warm air is lighter than cold air.

Air presses in all directions.

What currents of air are.

Direction of winds.

Though tabulated under "7," one of the lessons first given should be on Water and its Uses; to man (for cooking, drinking and cleansing), to animals, to plants (first step in soil study), to the earth (as rain, frost, snow etc.).

After lessons on air, the children are ready for simple experiments in evaporation and condensation.

1. Place equal quantities of water in vessels of the same size, and have the depth of water marked in each. Keep one in the school-room, put the other out where the air is cold. Leave them undisturbed for some hours, and then let the children compare the rate of evaporation in each.

2. Boil water in a kettle and observe the cloud of steam and the clear space between it and the spout. The children will say there is nothing except air in that space. Have them hold a hot spoon in the space, and then a cold one. Afterwards they may hold cold saucers, slates, panes of glass etc., in the cloud, to obtain same results.

3. Put some iced water in a bright tin-pan or cup; in another just like it put some warm water. Wipe the outside of the cups dry and show them to the children. Call attention to the fine film of moisture that begins to form, and have it watched until drops gather.

4. Squeeze a soft sponge tightly in the hand, and call attention to the difference in size before and after squeezing. Let it soak up a small quantity of water, then more and still more until saturated.

After these experiments, question the children until they see the how and why of the natural phenomena illustrated.

1. What became of the water in the waiters? Where did it go? From which waiter did it most rapidly go? Where was the warmer air? The waiters tell us that water goes away faster in warm air. When is the air like the unsqueezed sponge? Then what kind of air has more room between its parts to take in water? Apply this to children's observations of the "drying up" of mud-puddles under sunshine, scarcity of water in streams after hot dry weather, etc.

2. Could you see anything at the edge of the spout when the kettle boiled? You said air. What was there in the air, but which you could not see until you put a spoon there? Is water ever in such tiny parts that you cannot see it? (Give name water-dust or vapor.) Was it the hot or the cold spoon which showed drops large enough for you to see? Further from the spout you saw a little cloud which you called steam. What did the cold plate show you the little cloud was made of? Was the air cooler near the spout, or further away? I wonder why we could see the vapor out there, but could not see it close to the spout? Let us see if the cup of ice-water will not tell us.

3. What did the cold water do to the sides of the cup? (feel it.) What kind of air was floating around in this room? What did you see gather on the outside of the cold cup? Did it soak through the sides of the cup? Where did it come from? Was there any moisture on the sides of the warm cup? Was not the same air floating around it? Must air float against warm or against cold objects before it can be made to give out the vapor it holds? What did the cold cup do to the air which was like what I did to the sponge?

If every opportunity of showing moisture on the inside of cold window panes, and the freezing of the same has been utilized, the children will now be ready to understand the formation of dew and

frost, and also why they could *see* the water dust at a distance from the spout where the air was cooler. Ask for the children's experiences of fogs, mists, and clouds, and try these experiments and observations.

The little lesson with the sponge will explain not only the squeezing (contraction) of cold air and the expansion of warm air and the consequent room in it for moisture; it also explains the fall of rain as the consequence of saturation.

If all along the children have been recording on the weather chart dew, frost and rain as each occurs, and have been observing the conditions which precede these, they will have noticed that dew and frost never form on cloudy and windy nights; and that they see it only on such objects as leaves, grass and fences, not upon hard ground and stones. They will naturally ask why this is so. Simple lessons in absorption and radiation should then be given.

During all this time the children have been taking field trips to observe the work of the frost when it could be seen best.

The lessons on water and its uses in columns '5', '6' and '7' are:

Experiments in evaporation and condensation to teach the nature of dew, and rain.

Lessons in absorption and radiation.

Field lessons to observe the work of frost:

(1) How the surface of the earth crumbles.

(2) The weathering of rocks, and what becomes of the crumbled parts of rock.

Home Studies in Geography. I.

PROF. COLLIER COBB, UNIVERSITY OF NORTH CAROLINA.

The story-book which Nature holds open for us, wherein we may read and go on reading throughout our lives without exhausting even a small part of what it has to teach us, sings no more wonderful song and tells no more marvelous tale than the story of the raindrop on its travels, which reveals to us the secrets of air and earth and water in their relations to the life upon our planet. And we may read this story book in our homes, at our very doors, in the sunshine and the rain, and in the rills that run down our garden walks, gaining from these common things, if we but use our eyes correctly, a clue to many of Nature's ways. This is geography, the science which tells us of the sur-

face of the earth and how it has come to be what it is.

When we come to consider the matter, we note that nearly all our interests are confined to this surface of our planet. Though we may rise above it by artificial means, we there find the air too cold and thin for our comfort; if we go beneath it in cellars and wells and mines, we find it damp and dismal and dangerous, and are only too glad to come again to the surface, where alone life is worth living. We thus find that the science of geography, a study of surface conditions, is more closely related to our lives than anything else we may learn.

Catching the raindrops in a glass and examining the water carefully, we find that it is clear, and free from anything like sediment when it falls from the clouds. If, however, we take a glass of water out of any river and let it stand for some hours, we shall soon see that a thin layer of mud will settle in the bottom of the glass, even though the water may have looked quite clear. What then, is the source of this sediment? If we return to the raindrops as they fall upon the ground, we shall find that they gather in the little hollows of the ground and that the water flows out from these small pools and puddles along any ruts and channels it can find, always making its way gradually down hill. It meets other little streams and rills, and flows along in small brooks and rivulets, shoving on its burden of sand and silt into the larger river. But this material held in suspension, this sand and gravel washed out of the soil, is not all that the stream bears along. If you examine the kettle in which you boil your water you will observe a hard crust, light-colored or brown, covering the bottom and sides. This is material which the water held in solution and which it took out of the rocks while it was passing through them. Sometimes it is carbonate of lime, and often it is carbonate of iron. Just how it got into the soils and into the water you may learn by studying a roadside, or better a railway cutting, unless you happen to live in the coastal-plain region. Near the bottom of the cut you may notice the solid rock, passing upward through angular blocks and rounded fragments and coarse subsoil to finest sand and clay, from a hard and solid rock to an excellent vegetable soil. An examination of the solid rock will doubtless reveal the fact that it is made up of grains of very hard material, largely quartz, cemented together with other materials, commonly feldspar and hornblends

or augite or mica. Now the raindrop with the gases which it takes from the atmosphere or the acids which it takes up from decaying vegetation, dissolves out the magnesium or iron, calcium, potassium, or sodium from this cementing material, and fine sand and common clay are left behind. In this way the soil is made, and every succeeding rain storm lowers by just a little, the surface of the land. Often you may gain some measure of this down-wearing by noting where the rains have washed away the earth between pebbles or bits of glass, leaving tiny pillars of erosion, as they have been termed. In some regions these erosion pillars, solid masses of clay capped by stone, are left standing to the height of many feet. When the earth dries, cracks are formed, so that the next shower loosens it still more, and the sand and mud are washed down by the rains. The water which finds its way into the many joints and cracks present in nearly all rocks, freezes and expands in winter, gradually hastening their destruction and conversion into soil. Then too, the earth worms and the ants turn the soil over, rendering it finer and finer. In this way the soils are formed, the hills are sculptured and the valleys are carved out. The action of the raindrop tends to bring the lands to a common level, and without its work none of the earth forms would be what they are.

For the Class in Botany.

FANNY C. FARINHOLT, FORMERLY OF THE ASHEVILLE CITY SCHOOLS.

In the course of his development the child reaches a time when he needs to note causes as well as effects, and to be led to discover the relations of things and of truths. His work, heretofore largely analytic, must now become synthetic as well. He is, in a word, ready for a more scientific study of Nature than he has been capable of before.

For linking the pupil's past observations with his present investigations and for preparing him for further and ever deepening knowledge of Nature, I know of no science so available and satisfactory as Botany; and this little talk on some devices we have found useful is given in the hope of helping some teacher who is following up the Nature study of the primary grades with Botany in the intermediate.

It has been our custom in the Asheville Schools to begin with the study of leaves, because these are more obtainable than flowers at the season when school opens. I think, however, that, when it is practicable, the study should begin with the flowers in the spring time. But wherever the start is made, the teacher should seize on the salient characteristics of that part of the plant under observation, those characteristics which she knows will come into use in classification later on, and should make these characteristics the basis of a partial classification. In leaves, for instance, let the pupils put all the feather-veined and net-veined leaves in one group, all the palmate-veined in another, and all the parallel-veined in a third. When seeds are studied let them put the monocotyledons with the parallel-veined leaves, and the pithy stems in the same group. After awhile they will see that the endogens have certain peculiarities of leaf, seed, and stem.

The term describing any shape, margin, venation, inflorescence, etc., should be given while the particular condition which each term describes is in the hands of the children. Only in this way should any scientific term be learned in these lower grades; but in this way every term necessary can readily be learned. A pupil can say "rachis" quite as easily as "stems," and he then has a word which *fits* a certain condition and *that only*.

As our leaf-study was in the autumn, we found it particularly interesting to press and mount some of the most beautiful specimens, the child who brought the leaf mounting it and writing in the corner of the card a description of the shape, margin, venation, and species, as far as he had found them out. This description was often written over and over again before it was finally copied on the card; and this repeated writing served admirably in fixing the characters of that particular tree or shrub in the mind of the child. It made him conscious, too, of his need for new words. Pupils would frequently say: "Here is something I ought to tell about this leaf, but I don't know how to tell it. When the word was given, that child did not easily forget it. Another service these mounted leaves did us was that they became excellent models for our drawing lessons, and were made the basis of some really beautiful designs.

On Fridays throughout the year, the Botany period was devoted to an "Observation Party," at

which the children wrote of what they had observed about plants during the week. I have known the whole grade to become so absorbed in this as to write for an hour, entirely oblivious of the flight of time. Shades of our own "Compositions," can it be possible!

On the table at the end of the room were a Question Box and a Question Book. In the former of these any pupil might put any question he chose. On Saturday the teacher read these questions, and on Monday she wrote upon the blackboard the ten which were most pertinent to the subject being studied. The child who could give or find a correct answer to any of these was permitted to write this answer *over his or her signature* in the Question Book. No question was ever answered directly by the teacher. To some, indeed, she, as well as the children, had to say, "I don't know." These were perhaps the most educative of all, for there was then a quickening of desire to find out—and "Find Out" must be the motto of all true science teaching. No one can estimate what an insight these observation papers and questions gave the teacher into the trend and needs of the individual minds under her care, or how invaluable was the aid she thus received in her methods of teaching that particular subject. There was much extra work, it is true, but it was well worth while.

In the study of seeds and fruits there was a still wider field for careful observation and classification; and, though fruit study should properly follow the study of flowers, we spent some time on it in the fall, for the same reasons that we studied leaves then.

Our windows, too, were filled with cigar boxes of beans, corn, watermelon, and many other plants, which were allowed to flourish until we chose to pull them up to see how they had sprouted. This window-garden, supplemented by Chinese lilies in rocks and water, and hyacinths in jars, made the subject of many days study of cotyledons, albumen, embryo, plumule, radicle, and root, and of plant nourishment.

Then, when the seeds had all blown away, and the fruits were all dried up, and Jack Frost had nipped our "crops," there was the study of *woods* for the winter months—a most fascinating branch of plant lore this is too; and our children made it doubly so by bringing all sorts of specimens, from a rough section of an unhiwn log to highly polished pieces of our fine maple and walnut.

A favorite "game" just here was to divide the

class into pines and oaks, say—or any two of the great trees—give five minutes for thinking, and then have each side tell its beauties and uses. The unconscious poetry of some of the speeches made was a noticeable feature of this "game," cropping out constantly in this work. A new principal came into the room one day, and, noticing what the pupils had written about seeds, exclaimed in surprise, "Why, you have poets in here!" So we had, so has every class of children, and this Nature work brings out the divine spark.

Another device we had for awaking and keeping alive independent investigation was the following: Each child was given a paper with this written on it:

Name.....

Date.....

What sort of tree is nearest your home?

What sort of leaves has it?

Is it evergreen or deciduous?

How do its branches grow?

Does it shed its leaves early or late?

Has it any fruit on it now?

Are its roots long or short?

What is the color of its bark now?

Has it any buds on it now?

Three months later another set of questions was given to be answered, and in the spring another. When all these answers were put together and compared, the pupil had a life-history of his chosen tree for nine months of the year; he had made many other discoveries about it, too, and had grown to have a sort of personal interest in this individual tree, which would help him to a knowledge of its whole family.

These devices may sound very like play. They were certainly as pleasant as play to the pupils; but through them, as through the whole of the work in botany, the teacher had always in view these aims and ideals:

- (1) To encourage independent investigation;
- (2) To aid the child in forming habits of close and continued observation along a definite line;
- (3) To train him to record in accurate words what he observed;
- (4) To give him, in acquainting him with the flowers, a source of pure interest and pleasure which would brighten many an otherwise dark hour, and help him to high thinking.

There seems to me no need of text-books for the class, though books in plenty should be at hand. In this, as in other studies, I have found a

collection of books by several different authors much better than a number of the same work by one author. But this is not saying that the teacher should not have a clear plan of work mapped out. She should know exactly what she wishes to develop day by day. Before she enters the school-room in September, she should have in her mind an ideal of what she is to do and accomplish by June—not necessarily a cast-iron programme, but still a well-defined and comprehensive working model of the whole. If she be not able to formulate such a plan for herself, then she should follow one good text-book.

Let us not throw discredit upon this most important branch of our teaching by laying it open to the charge of desultoriness and aimlessness. Rightly taught, any branch of natural science should make the student more independent and more painstaking. It should improve his spelling, reading, and arithmetic; should make him more original in thought and give to his language a greater accuracy, correctness, and elegance.

This is claiming much for this work in elementary science, but it is not too much, as every teacher who has faithfully and understandingly undertaken it in her school-room will bear witness.

The First Two Years in Latin.

HOLLAND THOMPSON, CONCORD HIGH SCHOOL.

[Extracts from a paper read at the December meeting of the Association of Academies.]

During a period varying from two to five years before a pupil enters a North Carolina College, from one-fourth to one-half of his time is spent in the study of Latin. But in spite of the constant urging and prodding of the teacher the colleges say that comparatively a small proportion of the yearly recruits can do satisfactorily the work marked out in the catalogues. Often, they have not passed over, even in a superficial way, the indicated texts, though time enough has usually been spent upon the subject. Further, the college men say that pupils have such a distaste for the study that much of the first year must be spent in correcting false impressions and in laying a foundation for future study. This means building a support under a partially reared structure. Whether this is done successfully is a question. At least few pupils elect any Latin beyond the bare amount required for graduation. * * *

Our colleges vary in regard to the amount of previous reading requested, (*required* is hardly the proper word). All ask for Cæsar, some for Vergil or Cicero, or both. All hope for a thorough knowledge of grammatical forms and some acquaintance with syntax?

Four years is not too much to prepare a pupil for an institution asking for all three authors mentioned above. The best four years is the period from twelve to sixteen, or thirteen to seventeen. A child beginning at twelve or thirteen will make better progress in the end, and will be fonder of the subject than one who is delayed until fourteen or fifteen. At the earlier age the memory responds more readily to the necessary mechanical work.

Most children beginning Latin in North Carolina schools are queer compounds of forwardness and ignorance. Two things are certain; they know little of English and less of how to think. These pupils are plunged into an unknown world of cases, declensions and conjugations which bewilder them. The pronunciation is strange and uncouth. The order, or apparent disorder, of the words puzzles them. The few English inflections remaining are not used to illustrate the Latin, and the fact that much English easily understood is quite as complicated in word-order as is the Latin, is not realized. The teacher forgets to tell them of the German word-order, and so they fail to remember that they have often laughed at the old German butcher for this very habit of speech. * * * * In short, the close relation of Latin to English and to language in general is not taught. The reason *why* is obscured, but it can be taught so that pupils will be interested. These technical difficulties may be overcome by a little care; but many a boy who might be a satisfactory pupil is stranded here.

After a pupil passes this point and begins to see *ager, liber, judex*, he is not likely to connect them with *agriculture, library* or *judge* without the teacher's help. But if the intimate relation between the two languages is kept constantly before him, much of his prejudice will be broken down. Probably, Roman manners and customs are entirely strange. A good history may be kept in the room and full explanations, anecdotes, pictures, books like Guerber's *Story of the Romans*, will help the luckless fellow to understand what you are trying to do. Many never learn this. Though we are sorry, it remains a fact that many pupils in our schools do not come from homes of culture.

Likely they are honest homes, probably Christian homes; but what the pupils know about things outside of a narrow circle must be taught chiefly by you.

Pupils can be taught to take a living interest in the language. Write something about *Concordia, magnum oppidum in Carolina, or Carolus fundum in Virginia habet*. They will be delighted to do something similar, and will seek through the vocabulary for words. My pupils beg for the opportunity of writing stories in Latin. Often we ask and answer questions. Sometimes they take the sentences for translation from my lips. This is slow at first, but soon ten or twelve words can be held in the mind and nothing helps more to understand the Latin order. But with all this effort to interest must go drill, drill, drill. Much of the work of the first year is simply to teach Latin forms, and constant review is necessary. This need not be formal but is better done by a half-dozen rapid questions fired at the beginning or end of a lesson.

When connected Latin is begun, your class must be handled with exceeding care, or all your pains will be for nothing. Pupils beginning so young as those mentioned above can hardly read Cæsar so early. He is too dry, too technical, too difficult. They can profitably spend a year on *Viri Romæ* or some similar introduction to Roman history.

All modern tendencies in instruction are not necessarily correct. Formerly the memory sometimes outgrew the reason. Pupils were developed by the load of facts crammed down their throats. The basic reason of cause and effect was often neglected. Later, when contact with the world had developed the idea, these pupils found dozens of instances of the application of the law stored away.

To-day the movement is toward minimizing the importance of memory. Large classes seem to require written work as a substitute for close questioning. Often neither the reason nor the memory is developed. If the training of the memory to habits of exactness is not begun and largely accomplished before the age of fifteen, it is not likely to be done at all.

So, though unfashionable, I avow my belief in the value of learning rules of Latin Grammar, both as aid in understanding the language and as mental gymnastics. These need not be, should not be, taught arbitrarily; nor need long lessons from a formidable book be assigned, but the words of the rule may be given after numerous instances have shown some underlying principle.

To illustrate: In the third or fourth line of the first chapter of *Viri Romæ* is the expression *pulso fratre*; translate for the pupils, explain what "absolute" means, and give slowly: "A noun or a pronoun together with a participle may be put in the ablative to denote the time or circumstances of an action." "Now, which is the noun? which the participle? What do the words express?" Give them the rule again, and the brighter half of the class will catch the words. Leave the words on the board with the statement that you will ask for them the next day, and you will be surprised to find that all will know them. And all this can be done sooner than it takes to tell of it. * * *

Last May, at the end of a year spent on the A. & K. Edition of *Viri Romæ*, my second form had read the entire book, reviewed much of it, written most of the exercises, knew the following constructions, besides those necessarily learned in putting a sentence together, and in addition knew the exact or approximate words of the rule for many. The surprising thing was the pride in their achievement. They knew the ablative-absolute, means, manner, agent, characteristic, price, comparison. They knew the different uses of cases for expressing place or time. The deponents governing the ablative and the use of genitives with special verbs was on their fingers' ends. They could rattle off glibly the rules for the dative with compounds and with special verbs, and had an idea of what they meant. The indirect question, the tenses following *cum* and the four principal ways of expressing purpose, were no mystery to them. They knew the verbs governing the indirect discourse, and, better than all this, they could translate Latin and liked to do it. This had been accomplished in a lesson period of thirty or thirty-five minutes, with no book or class except the text, though frequent references were made to histories or stories.

This year this class has read nearly four books of Cæsar in four months. The third book was finished in thirteen recitations, and two at least were research lessons on Roman methods of warfare. These pupils now willingly prepare from two to five chapters, and sometimes a short grammar lesson in addition. (At the beginning of the third year each pupil must purchase a grammar.) They read easy Latin at sight with some degree of fluency, and seem to have a good vocabulary. A drill of ten weeks in etymology, which was part of the English work of the second year, has greatly aided them. The hundred roots learned are worth

something, but the habit of instantly attempting to analyze a word is worth more. This class is not exceptional, for the second year pupils this year are doing as well as they did last. * * *

To sum up the points given above: 1. Teach Latin as something related to every-day life. 2. Drill. 3. Give practice in ear-Latin as well as eye-Latin. 4. Require the meaning to be gotten from the Latin order. 5. Require English translation, not Anglicized Latin. 6. Stress proper exercise of memory. 7. Give historical or social search topics to be gotten from outside reading.

Echoes From Buncombe County Teachers' Association, December 4th.

Prof. Archibald D. Jones, on Professional Reading for Teachers.

The teacher who has not made himself acquainted with the best thought of the great teachers, has not studied their methods, and has not caught their spirit and ideals and transformed them into his own life and work, is very much like the physician who has neither studied the properties and characteristics of his medicines, nor has acquired a thorough knowledge of the human body.

Professional reading has for the true teacher an intense, living value that cannot be estimated; for it serves as a guide and constant inspiration to his already noble purpose.

Every teacher ought to take and read the educational journal published in his own state.

Professional reading alone is not enough for the teacher. He should cultivate the habit of reading good books. Books preserve for us the spirit of earth's great ones. Books are our universities, where souls are the professors. Books are the looms that weave rapidly man's inner garments. Books are the levelers—not by lowering the great, but by lifting up the small.

Supt. J. D. Eggleston, on Reading in the Schools.

The purpose of reading in the schools, is twofold: To teach children to read with increasing fluency, and, while this is being done, to bring them into contact with the best literature—great moral stories, and the best in prose and verse—so that right tastes may be formed, and an appetite be created for more literature of the same kind.

Suppose you get, for example, a copy of *Little Lord Fauntleroy*, and read it to your children for fifteen minutes each day before school closes. You will probably stop complaining about the lack of good attendance. There must be also books for the children to read.

Never fear the children cannot grasp the ideas. The child's powers of understanding and appreciation are much greater than many think. The attempt to write down to children is most often a great mistake.

The present tendency to make things so very easy for children is, in my opinion, wrong. Any child who eats mush

or candy all his life will have no teeth. So any child who takes no strong mental food, or indulges only in sweets, will have no mental teeth with which to chew and prepare strong food for his mind to digest.

Thomas Lawrence, D. D., President Normal and Collegiate Institute, on Industrial Education.

[This was a very valuable paper, and the JOURNAL would have published it in full, but Dr. Lawrence had already disposed of it. Some attempt to put into practice the principles referred to in the paper is made in the excellent school over which Dr. Lawrence presides.]

First of all, boys and girls should be taught to use their hands. The time will never come when the masses will cease to live by the labor of their hands. The education of the individual should be such as to render life's burden as easy as possible to himself, and his labor for himself and others as profitable as possible. The material prosperity of people in the same stages of civilization depends upon the proportion which the product of their labor bears to that which they consume. Old age, infancy, the helpless and infirm must be fed. Add to these the thriftless and incompetent, and the burden of society is increased; and if these non-producing classes are sufficient to consume what remains after the laborer is fed the community is and must remain poor.

Society should see to it that there are not too many drones in the hive of industry, and that the individual receives such training as shall enable him in the greatest possible variety of circumstances to bear his own burden, not only supporting himself, but contributing to the commonwealth. The school which the state provides should secure to each citizen such a training as would, with health, practically render him independent in such a land as ours. And such is every one who earns more than he needs to supply his own wants, and knows how to take care of what remains after his own wants are supplied. Three-fourths of our population are engaged in agricultural pursuits, are tillers of the ground, and the larger number of the children who from year to year gather for instruction in our public schools are destined to the same pursuits, than which there is none more ancient and honorable. It only degrades such as regard it degrading.

* * *

Teach children that the highest order of nobility in the world is that of honest labor. "Adam delved and Eve span;" Noah was a shipwright; Paul made tents, and our blessed Lord himself was a carpenter. There is something wrong with the man or woman who condemns the more useful and ordinary forms of manual labor, who thinks it less respectable to patch a boot or make a horseshoe than to measure tape or drive a quill; something wrong with that woman's education who deems making a loaf of bread or cooking a meal less noble employment than embroidering a slipper or patching a crazy quilt.

It is just such a prejudice as this which is heaping up our population in crowded cities, where they are jostling or shouldering each other in their struggle for bread while millions of acres lie untilled, fairer and more fertile than which the sun does not shine upon. The rising generation must needs be taught that there is no more honorable thing in the world

than honest labor, whether of the hand or the head. This sentiment must be inculcated in the home, and in the school, and from the pulpit.

The training of every child should, in part, be industrial, and this part of education should not be left any more than the other portion of it which is gotten from books wholly to parents, who are oftentimes incompetent and more frequently careless. The young man and woman should be taught to regard labor not as drudgery, not merely as a duty, but as a vocation.

Give a child a slate and a pencil, and what does he do with it? He falls to drawing a horse, a cow, or a pig. Why not help him embody the thought which is struggling in his brain? See him playing in the sand; he is building a house. Why not take hold and help him to develop his constructive talent? Or see him throwing a dam or bridge across some tiny rill; why not come to the assistance of the little engineer? Now, with soiled hands, he is moulding in clay; why not help him work out his imagination at his fingers' ends? He loves form and color, which are the very poetry of the world of vision; why should not the eye and the hand be trained to discover and group both in such combinations as would gratify and delight the taste?

The growing child is restless and active; he ought not to be kept still or tethered to a seat too long at a time; the limbs must have exercise or they will dwarf; tie the hand to the side and the limb withers on the trunk. Exercise is the law of growth. Nature withdraws the gift which we fail to use; witness the eyeless fish in the Mammoth cave. Childhood is as full of motion and music as a bird; why not make light gymnastics set to music a daily exercise in the school-room? Why keep the little one bending over a desk till his back becomes crooked, the chest hollow and the eye dim? Physical health is the absolute condition of life's highest achievements, but perfect physical health is impossible without perfect physical development.

There is no reason why the use of tools might not be taught in our higher schools and academies. We do not see why such instruction might not be profitably given in connection with grammar, geography, arithmetic, algebra, philosophy, geometry, the elements of the languages, and the like. While grades could not be taught in schools on the score of economy, the elements of industry and the use of tools should be taught as a matter of economy to prevent waste of time, talent, and loss of opportunity. This much could be accomplished without materially adding to the burden which our system of public instruction imposes.

The establishing of such a course in connection with our public schools of a higher grade is certainly practicable and in the highest degree desirable. The advantages to be derived from a partial industrial course are many and obvious. The pupil would find rest in change of employment. The exercise of the body would pleasantly alternate with that of the mind, and thus the education of the whole man would be symmetrically carried on and the cultivated brain would be furnished with an adequate instrument in the trained and skilful hand. Such a training would tend to develop in the

pupil a feeling of conscious power as he realized his ability to subdue the material world to his service, and beget in him a spirit of self-reliance, which the ordinary youth cannot feel, who leaves school or college with barely enough mechanical knowledge to enable him to distinguish between a hoe and a hand-saw, an axe helve and a plough handle. Such partial preliminary industrial training will, moreover, enable the youth more readily to determine the matter of his future vocation.

If training in manual labor were provided for in the schools where all classes are taught, it would tend to do away with prejudice against the labor of the hand, which is one of the evils of our civilization, and which in our large cities is fast transferring almost every department of skilled labor into the hand of foreign workmen. Manual labor would cease to be regarded as degrading, and the skilled workman less a gentleman than the merchant or lawyer.

Self-government is impossible to the many, if the many be ignorant, and just as impossible, if the many be vicious. The heart and the conscience must be educated, as well as the hand and the brain. The training of the body alone would give us an animal; the culture of the intellect alone would give us a devil; the symmetrical development of body, intellect and conscience gives us the Ideal Man.

The Power of a Mother's Voice.

CHARLES S. CARTER, IN LADIES' HOME JOURNAL.

A mother sang to her child one day
A song of the beautiful home above;
Sang it as only a woman sings
Whose heart is full of a mother's love.

And many a time in the years that came
He heard the sound of that low, sweet song;
It took him back to his childhood days;
It kept his feet from the paths of wrong.

A mother spoke to her child one day,
In an angry voice that made him start,
As if an arrow had sped that way
And pierced his loving and tender heart.

And when he had grown to man's estate,
And was tempted and tried, as all men are,
He fell; for that mother's angry words
Had left on his heart a lasting scar.

SPECIAL OFFER No. I.

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Negro and Youthful Criminals.

PRESIDENT GEO. T. WINSTON, UNIVERSITY OF TEXAS.

(From an address delivered before the National Prison Congress.)

In an address before the National Prison Congress at Austin, Texas, December 5th, the address being reported in full in the *Austin Daily Statesman*, of December 6th, President George T. Winston, of the University of Texas, discussed, in his usual happy and exhaustive manner, two subjects of great interest to all Southern people, and especially for teachers and school officers. These subjects are "Negro Criminals" and "Youthful Criminals."

After showing that the negroes are more criminal than any other part of the population of the United States, and that the ratio of colored criminals to colored population increased $33\frac{1}{3}$ per cent. in the decade 1880-'90, the crimes being mostly against person and property, seldom against government and society as a whole; that the percentage of criminals and paupers among the negroes of the South is little more than one-third that among those of the North and the West; that the ratio of crime among the negroes depends less on illiteracy, habitual drunkenness, being unmarried, or being without temporary employment than among other portions of the population; that nine-tenths of the negro criminals have no trade; and that negro women are less criminal as compared with negro men than are the women as compared with the men among the foreign-born population, Dr. Winston arrives at the following conclusions in regard to the education of the negro:

First—He requires more careful attention and, possibly, a different treatment from that given the whites.

Second—The kind of education the negro needs is industrial and moral, enforced by severe restraints, rather than intellectual culture with freedom of conduct. After learning to read, write and cipher, the next most important thing for the negro is industrial and character training.

Third—The development of the negro race depends upon the development of the negro woman, upon the patient, careful, intelligent training of negro girls before they arrive at maturity. This can be accomplished in two ways. Friendly relations must be established between the races, so that the Southern white woman may be actively interested in the mental, religious and industrial

improvement of the negro girl—such an interest as existed during the time of slavery. Dr. Winston thinks the re-establishment of this interest would accomplish more for the improvement of the negro than the education now offered him in the public schools. He also thinks this might be done if the negro would allow it. The second means is through well-equipped, well-managed industrial schools for the girls. Of these schools there should be at least one in every county in the Southern states.

Fourth—This question of the education of the negro must receive more careful, impartial and intelligent consideration than it has in the past, if the country is to be rescued from the greatest peril that ever threatened it. The negro problem resolves itself into one of the right education of the negro; and it is not ended, but is only begun. The question of negro slavery was not so momentous as the question of negro freedom, negro citizenship, and negro education.

* *

In speaking of youthful criminals, Dr. Winston showed that, while in the whole of the United States one-half of all the criminals are under 30 years of age, in the South two-thirds come under this age; of negro criminals more than 70 per cent. He concludes that, as a matter of self-protection, if not from justice and humanity, the state should provide for every child within its borders a training adequate to make him a useful, honorable and self-supporting citizen. The children should receive such education whether their parents are willing or not. Compulsory education is not paternalism, nor is it opposed to any idea of liberty, except that which confounds liberty with license.

Dr. Winston asks that every public school shall include, in every grade, music and other arts, manual training and athletic culture. He shows that the assertion frequently made among us that the education given in our public schools does not tend to prevent crime is wholly false; the fact being that, with the division between literacy and illiteracy on the low plane of mere ability to read and write, the illiterate population of the United States is almost twice as criminal as the literate. Nor is the decline of religious training due to the public schools, but to its neglect by Christian communities, Christian churches, and Christian homes, agencies which formerly regarded the religious training of the young as one of their foremost duties. In the Southern states, at least, the religious training

given in the public schools is fully equal to that given in the private schools and the church schools. This religious instruction is genuine, based upon moral principles and moral conduct, guided and sustained by a belief in a future life and an overruling providence; but it is without the fatal spirit of sectarian prejudice and proselyting.

Our God is the God of truth and order and love and reverence and duty. These virtues are taught in every public school that deserves the name, and are taught in the great search for Him who created them when He created nature and man. I have never been in the rooms of the first and second grades of our public schools, or in the kindergarten amid the budding blossoms of humanity without feeling that God was there.

There is no panacea for crime, and all the forces of civilization are partly responsible for it. But of all the forces which tend to lessen it none is so potent as complete education; for this, working upon the human being in the most plastic period of his life, is more able than other forces to correct the evil tendencies of heredity, to give a man control over himself and to fit him for controlling his own environment.

The Asheville Farm School and Its Work.

A very interesting educational experiment (if experiment it may be called) is that of the Asheville Farm School, on the Swannanoa river, a few miles from Asheville. The principle is not new, but its application in North Carolina is new, and we have watched it with interest from the beginning. We believe this kind of school is needed in all parts of the state, and in every state in the South; and the success of this school in the mountains means much to the future of our education. In answer to a request for some statement of the work done in the school, Superintendent Samuel Jeffrey has sent us the letter given below. The JOURNAL will give a fuller description of the school and its work in a future number. We like the tone of this letter and breadth of view which it shows. Would that all among us possessed it.

*To the North Carolina Journal of Education,
Greensboro, N. C.,*

GENTLEMEN:—I respond somewhat tardily to your request to tell something about the work of the Asheville Farm School. I cannot sum up our work better than to say that we are trying to remember the forgotten man for whom Mr. Page spoke so ably in the October issue. Ours is a school supported by the Presbyterian church, but the fact that this school is striving to remember the forgotten ones, without any denominational distinction, and without any attempt or desire to give denominational training, and that there are a number of other schools belonging to different denominations working with the same end in view, does not in any way alter the correctness of the statement of Mr. Page that denomina-

tional schools failed to reach the forgotten ones. These schools have all been established in the last ten years, most of them not having been in existence one-half so long. They are doing and will do a great work, the greatest, the educating of the young people of the state to demand that the state shall do its duty, and no longer forget any one. Though working with an intelligence and broad-mindedness unknown in former years, the churches can never remember any large proportion of the people.

It is the aim of the Asheville Farm School to receive only boys who could not otherwise obtain an education. And as we can receive but a small per cent. of applicants, we try to take those who show the greatest promise of being capable of developing into strong, sound-minded men whose influence will be a power for good in the affairs of the commonwealth.

In school we teach only the elementary branches. The English language, including as much as possible of its literature, arithmetic, book-keeping, geography—physical and political, United States history, physiology, civil government, vocal music, and the English Bible compose the course of study. In everything it is our aim to make the work practical and thorough, rather than extensive. In the study of the Bible its text, history, and structure are taught. Controversial doctrines and dogmas are left out altogether. That is, our Bible study consists of the study of the Bible, not some one's opinion about the Bible.

We do not, however, consider that training in "book learning" alone produces an educated man. So the boys under competent supervision are taught to do their own work, and to do it in a proper and systematic manner. Very nearly all the work of the house and of the farm is done by the boys. The fact of the work accomplished, however, is merely an incident. It could probably be done as cheaply by hired labor. The training which the boys receive in doing it, we are more and more convinced, is the most valuable which they receive here. Of course the large majority are accustomed to work, but do not know how to work regularly and systematically, or how to use more than two or three of the simplest farm tools. The confidence and self respect won by the knowledge that they know how to do, and to do by the best methods many kinds of work, and that they have matured the lesson of system and order necessary to the learning of anything which they may desire to take up gives them an equipment for the battle of life which nothing else could.

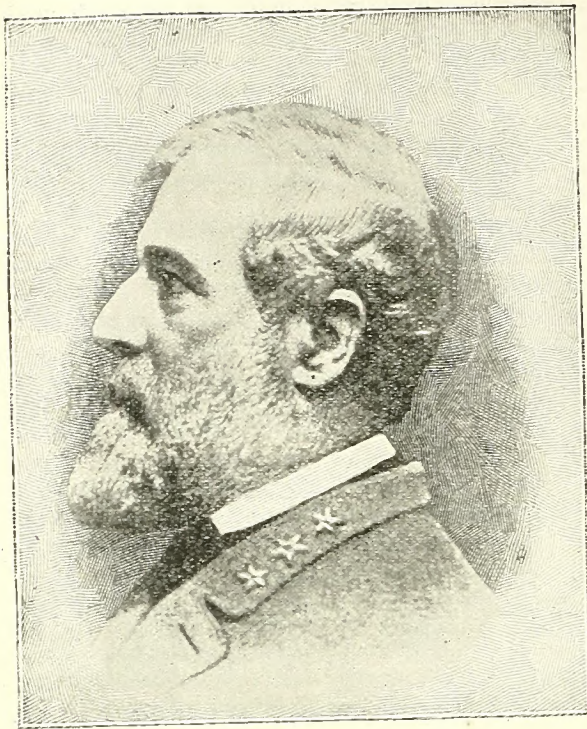
We have not yet accomplished all we desire in the way of industrial training. The way is not yet clear, but I say with confidence born of determination that ere long we will have a regularly equipped training school, and that we will send boys out with the principles of some useful trade thoroughly mastered, so that a few years of practical experience will make them workmen far in advance of the best mechanics which are to be found here.

We thank you, the editors of the EDUCATIONAL JOURNAL, for the interest you have shown in our work by asking for this article. We are thoroughly in sympathy with all your efforts for the advancement of education in the Old North State.

Very truly yours,

SAMUEL JEFFREY.

Swannanoa, N. C., Dec. 7th, 1897.



THE NOBLEST, COURTLIEST GENTLEMAN—
THE KNIGHTLIEST KNIGHT WHO WORE THE GRAY!

Lee Birth-Day Exercises Jan. 19.

(Let each part be recited by a different child.
The songs should be rendered by the entire
school. Also see suggestions on page 6)

How many a glorious name for us,
How many a story of fame for us
They left: Would it not be a blame for
us,

If their memories part
From our land and heart,
And a wrong to them, and shame for us?

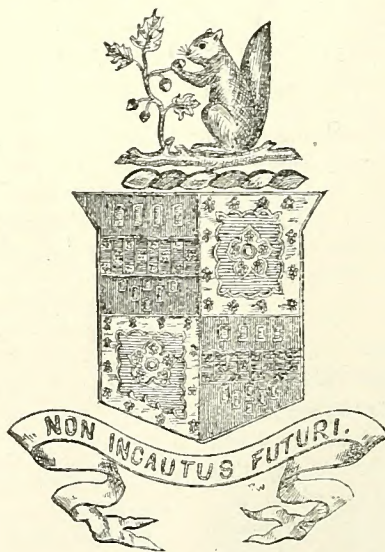
But their memories e'er shall remain for
us,
And their names, bright names, without
stain for us;
The glory they won shall not wane for
us.

In legend and lay
Our heroes in Gray
Shall forever live over again for us.

—Abram J. Ryan.

Robert Edward Lee was born at Stratford, on the Potomac, in Westmoreland County, Virginia, January 19, 1807, in the same room in which had been born Richard Henry Lee and Francis Lightfoot Lee, both signers of the Declaration

of Independence. In this county were born George Washington, James Monroe and many other of America's greatest men. Robert Edward's father was General Henry Lee, the famous "Light-Horse Harry" of the Revolution, the friend of Washington, Governor of Virginia, congressman and orator. He it was who delivered the eulogy on Washington in which occurs the sentence: "First in war, first in peace, and first in the hearts of his fellow-citizens." His second wife was Anne Carter, "a sweet and noble woman," and her son was named after her brothers, Robert and Edward. The Lee family had been one of the most important in the Colonial days of Virginia, living always according to the motto of their English coat of arms, borne through centuries; "non incautus futuri."



When young Robert was four years old, his father removed his family to Alexandria, where Washington had also lived as a boy. Here he entered the school taught by Mr. Leary in the Alexandria Academy. Mr. Leary was ever afterwards his firm friend. Later he at-

tended the school of Mr. Benjamin Hallowell, a strict Quaker, who prepared him for West Point. As a boy, his father said, he was "always good." At Mr. Hallowell's school, "he was never behind time at his studies; never failed in a single recitation; was perfectly obedient of the rules and regulations of the Institution; was gentlemanly, unobtrusive, and respectful in all his deportment to his teachers and fellow students." He always finished up carefully all his work and did nothing halfway. The diagrams and figures on his slate were drawn and lettered as accurately as if they were to be engraved and printed. In the same way he did his work at West Point and through life.

When Robert was eleven years old his father died. Of his two older brothers, Carter was then at Cambridge, Sidney Smith in the Navy. So he was left to take care of his invalid mother, for whom he did everything, marketing, attending to the horses, and managing the outdoor business. From school he would hurry home to prepare for his mother's drive, and to carry her in his arms to the carriage, where he would arrange the cushions for her with great tenderness and care. He nursed her day and night. If Robert left the room, she kept her eye on the door till he returned. She learned to depend upon him in everything, and would say, "He is both son and daughter to me." Like most Virginia boys of that time, he was fond of hunting, and would sometimes follow the hounds all day. This helped to give him the well developed form and the great strength which enabled him to endure the labors and hardships of later life. Many years after this he wrote a letter to his own son giving him advice which he himself had followed from the beginning. There is no better description of his own boyhood. "You must study to be frank with the world. Frankness is the child of honesty and courage. Say just what you mean to do on every occasion, and take it for granted you mean to do right. . . . Never do a wrong thing to make a friend or to keep one. . . . Above all do not appear to others what you are not. . . . We should live, act, and say nothing to the injury of any-one. . . . Duty is the sublimest word in our language. Do your duty in all things, like the old Puritan. You cannot do more; you should never wish to do less. Never let me or

your mother wear one gray hair for any lack of duty on your part." And again he writes "Be true and kind and generous, and pray earnestly to God to enable you to keep his commandments, and walk in the same all the days of your life."

**

At eighteen Lee entered the Military Academy at West Point, where he remained four years, graduating in 1829. From the first he rose rapidly to the head of his class, and held this position until he left the Academy. No breach of discipline nor neglect of duty was ever charged against him while here. No unbecoming word ever fell from his lips. He never used tobacco or drank intoxicating liquors. He was manly, true and noble. Upon leaving the Academy, Lee was appointed Second Lieutenant in the Corps of Engineers. Until 1834 he was at Hampton Roads, Va.; then for three years assistant to the chief engineer of the army at Washington. He was then assigned to the Mississippi. In 1838 he was made Captain. In 1841 he was put in charge of New York Harbor, where he remained until the Mexican war called him to the field, in 1846. At this time he was regarded as the handsomest man in the army. "A man in the vigor of youthful strength, with a noble and commanding presence, and an admirable, graceful, and athletic figure. He was a man with whom nobody ever wished or ventured to take a liberty, though kind and generous to his subordinates, admired by all women and respected by all men. He was the model of a soldier and the *beau ideal* of a Christian gentleman."

"No other youth or man," says Gen. Joseph E. Johnston, "so united the qualities that win warm friendship and command high respect. For he was full of sympathy and kindness, genial and fond of gay conversation and even of fun. * * * While his correctness of demeanor and language and attention to all duties, personal and official, and a dignity as much a part of himself as the elegance of his person, gave him a superiority that every one acknowledged in his heart."

**

In June, 1831, when Lee was 24 years old, he was married to Mary Randolph Custis, the great grand-daughter of Martha Washington. Their union was a happy one until the hour of death. Through this marriage Lee came to live at the beautiful home of Arlington,

overlooking the Potomac, just opposite the City of Washington. This place is now a national cemetery.

**

In the Mexican war Captain Lee displayed the greatest skill and daring with the most beautiful tenderness of heart. He arranged the batteries whose firing compelled the surrender of Vera Cruz, yet his heart bled for the inhabitants. He led the storming party that routed the Mexicans under Santa Anna and cut off their retreat at Cerro Gordo, but he ever afterwards remembered the cry of a little Mexican girl whom he found bending over a wounded drummer-boy. By his advice the defences of San Augustin were overwhelmed. He planned the attack and guided the troops to victory at Contreras. His expedition across the wild Pedregal, through darkness and rain, was pronounced the greatest feat of physical and moral courage performed by any individual during the campaign. At Cherebusco, Molino del Rey, Chapultepec and Mexico his conduct was such as to cause General Scott to say he was the best soldier he ever saw in the field. He received his only wound at Chapultepec. At the close of this war he refused to let his friends use their influence with the president to secure him promotion or other favors.

**

From 1853 to 1855 Lee was Superintendent of the Military Academy at West Point, filling the position with great success. The discipline was improved, and the course of study made fuller and extended to five years. In 1855 Lee was made Lieutenant-Colonel of the Second Cavalry and sent to the Southwestern border, where he remained until 1861.

**

A soldier all his life, Lee was ever a lover of his country, a friend of the Union and opposed to secession. Slavery he regarded as a great evil, to be abolished in the best way possible. He said if he owned the whole of the four million slaves of the South he would willingly give them all to preserve the Union. He foresaw that secession meant a long and bloody war—four years at least. But like most men in the South, he believed his first allegiance was to his state. April 18, 1861, he was offered the command of the Union army. This offer he candidly and courteously declined, saying he would take no part in an invasion of the Southern states. Two

days later he resigned his commission in the United States Army. This decision cost him a great struggle and much pain. Two days later still he accepted the command of the Army of Virginia, saying, "I devote myself to the services of my native state, in whose behalf alone will I ever again draw my sword." At the same time he made no effort to persuade his own son, G. W. C. Lee, a lieutenant in the United States Army, to follow his example. "He must consult his own judgment, reason and conscience as to the course he may take. I do not wish him to be guided by my wishes or example. If I have done wrong, let him do better. The present is a momentous question which every man must settle for himself and upon principle."

**

Everywhere, north and south, the people began to prepare for war, some on both sides believing one battle would end it, others feeling it would be a long and bitter struggle. The hottest passions burned everywhere. The southern citizens became soldiers, and marched away to the front to drive the invader from their borders, to defend their homes and firesides, and to die for a cause they believed right and just. The songs of the time show the sentiment of the people on both sides. "Maryland, My Maryland!" and "Dixie" were two of the most popular in the south. Dixie became the battle song of the Confederacy, and many thousands of our kinsmen died to the sound of its music.

**

My Maryland.

(To be sung.)

JAMES RYDER RANDALL.

The despot's heel is on thy shore,
Maryland!
His torch is at thy door,
Maryland!
Avenge the patriotic gore
That flecked the streets of Baltimore,
And be the battle-queen of yore,
Maryland, my Maryland!
Hark to an exiled son's appeal,
Maryland!
My Mother State, to thee I kneel,
Maryland!
For life and death, for woe and weal,
Thy peerless chivalry reveal,
And gird thy beauteous limbs with steel.
Maryland, my Maryland!

Dixie.

Southrons hear your country call you!
Up, lest worse than death befall you!
To arms! To arms! To arms, in Dixie
Lo! all the beacon-fires are lighted—
Let all hearts be now united!

To arms! To arms! To arms, in Dixie!

Advance the flag of Dixie!

Hurrah! Hurrah!

For Dixie's land we take our stand,

And live or die for Dixie!

To arms! To arms!

And conquer peace for Dixie!

To arms! To arms!

And conquer peace for Dixie!

Hear the Northern thunders mutter!
Northern flags in South winds flutter!
Send them back your fierce defiance!
Stamp upon the accursed alliance!

—Chorus.

Fear no danger! Shun no labor!
Lift up rifle, pike, and sabre!
Shoulder pressing close to shoulder!
Let the odds make each heart bolder!

—Chorus.

How the South's great heart rejoices
At your cannons' ringing voices!
For faith betrayed, and pledges broken,
Wrongs inflicted, insults spoken.

—Chorus.

Strong as lions, swift as eagles,
Back to their kennels hunt these beagles!
Cut the unequal bonds asunder!
Let them hence each other plunder.

—Chorus.

Swear upon your country's altar
Never to submit or falter,
Till the spoilers are defeated,
Till the Lord's work is completed.

—Chorus.

Halt not till our Federation
Secures among earth's power its station!
Then at peace, and crowned with glory,
Hear your children tell the story!

—Chorus.

If the loved ones weep in sadness,
Victory soon shall bring them gladness,—
To arms!

Exultant pride soon banish sorrow,
Smile chase tears away to-morrow.

To arms! To arms! To arms, in Dixie!

Advance the flag of Dixie!

Hurrah! hurrah!

For Dixie's land we take our stand,

And live or die for Dixie!

To arms! To arms!

And conquer peace for Dixie!

To arms! To arms!

And conquer peace for Dixie!

Lee immediately began to do all in his power to strengthen the defences of Virginia, so the enemy might be prevented from entering the state, or might be easily driven out if they should enter. Richmond was fortified. Lee instructed his generals to be ready for defence, but to make no invasion.

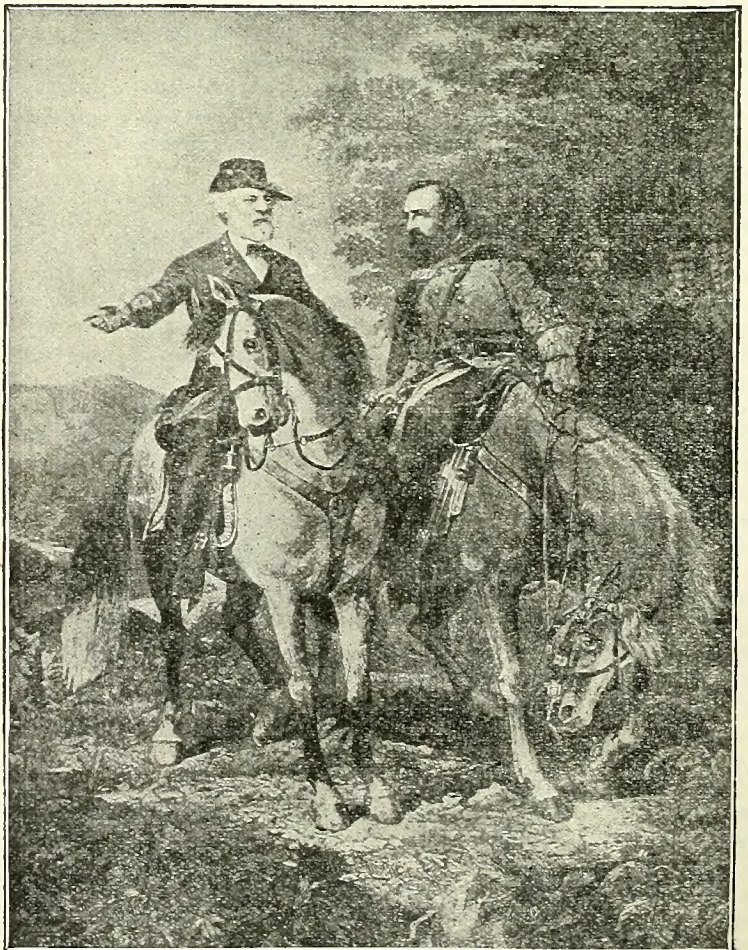
When Virginia joined the Confederacy, and President Jefferson Davis became commanding general of the armies, Lee's place was a subordinate one; but he did not object, apparently careless as to what position might be assigned him in the Confederacy. He even expressed a desire to return to private life. He was first sent to defend north-western Virginia; next, to the coast of South Carolina, to aid as an engineer in planning the defences there. Early in 1862 he was again in Virginia and in charge of military operations in the armies of the Confederacy.

Joseph E. Johnston was wounded at Seven Pines, May 31st, 1862, and on the

3d of June Lee assumed command of the Army of Northern Virginia, a position which he held until the surrender at Appomattox, April 9th, 1865.

For three long years the most gigantic struggle of modern times was made with volunteer soldiers, half fed and half clad, against overpowering numbers and endless resources. The results of the first year filled the south with hope and the north with fear and terror. Victory after victory followed with astounding rapidity. Army after army of the invaders melted away like snow in the spring time. McClellan, Pope, Burnside, Hooker, one after another, with their splendidly equipped armies, were defeated and driven back. The enemy was driven from north-western Virginia. Lee and Jackson became the idols of the army and of the south, loved and honored by all; till at Chancellorsville, May 2nd, 1863, Jackson fell, fatally wounded by his own men.

After this series of victories on Vir-



ginia soil Lee determined to carry the war into the enemy's territory, where it would be less destructive to his own people. June 24th he crossed into Pennsylvania. But though in the country of the enemy, he was careful that no wanton destruction should be wrought, no unnecessary grief or annoyance come to the peaceful inhabitants. His own army should preserve its good name. In victory he knew how to restrain his army from needless insult and ungentlemanly conduct. No commander of any age has builded himself a nobler monument than the following:

HEADQUARTERS ARMY NORTHERN VA.
JUNE 27, 1863.

GENERAL ORDERS NO 73.

The Commanding General has observed with marked satisfaction the conduct of the troops on the march. There have, however, been instances of forgetfulness on the part of some that they have in keeping the yet unsullied reputation of this army, and that the duties exacted of us by civilization and Christianity are not less obligatory in the country of the enemy than our own. The Commanding General considers that no greater disgrace could befall the army, and through it our whole people, than the perpetuation of barbarous outrages upon the unarmed and defenceless, and the wanton destruction of private property, that have marked the course of the enemy in our own country. * * It will be remembered that we make war only upon armed men.

R. E. LEE, GENERAL.

* *

After the terrible struggle at Gettysburg, which failed through no fault of Lee's, but because of the tardiness of another officer in obeying orders, and other circumstances over which he had no control, he would not lay the blame on another; but only said, "It was all my fault." And in defeat his soldiers loved him and cheered him more than they had in victory.

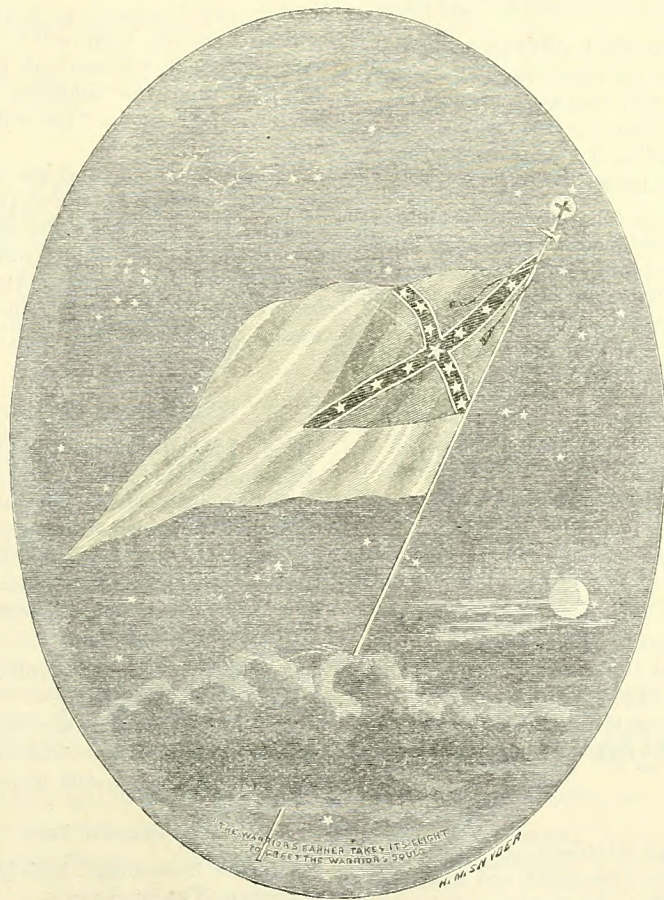
* *

During the following months, in which the South was hemmed in on all sides, and cut in pieces by invading armies, till supplies failed and recruits could no longer be found, Lee showed the same skill, courage, daring, endurance, patience, devotion to right and honor, and ever watchful affection for his soldiers and love for his people. It is said

he never once slept in a house during the entire time, but was always on the field with his men. His military movements were the wonder and admiration of soldiers everywhere, and he won more and more the confidence and love of his own officers and men. No one thought of treason, no cabal was formed to replace him by another. In the front of the charge on the line of the defences, among the wounded and the dying, ever thoughtful for others, firm and dignified, but affectionate and kindly, his was "the good gray head that all men knew" and honored and blessed. He won the respect of the enemy and of the world.

*"Men! I have done my best for you
And you for me! Our fallen cause
Demands that you be strong and true,—
Demands that you maintain the laws;
I've done my best for you! * * *
His "best!" How grand it was!"*

"You will carry with you the satisfaction that proceeds from the consciousness of duty faithfully performed, and I earnestly pray that a merciful God will extend to you his blessing and protection. With an unceasing admiration of your constancy and devotion to your country, and a grateful remembrance of your kind and generous consideration of myself, I bid you an affectionate farewell."



The Conquered Banner.

ABRAM J. RYAN.

Furl that Banner, for 'tis weary;
Round its staff, tis drooping dreary;
Furl it, fold it, it is best;
For there's not a man to wave it,
And there's not a sword to save it,
And there's not one to lave it
In the blood which heroes gave it;

And when, on April 9th, 1865, he surrendered his remaining handful of ragged and hungry veterans, ready as ever to hurl themselves against Grant's magnificent army of five times their number, no one doubted him when he said to his weeping soldiers, "Men, we have fought through the war together. I have done my best for you; my heart is too full to say more."

And its foes now scorn and brave it;
Furl it, hide it—let it rest!

Take that banner down! 'tis tattered;
Broken is its staff and shattered;
And the valiant hosts are scattered
Over whom it floated high.

Oh! 'tis hard for us to fold it;
Hard to think there's none to hold it;
Hard that those who once unrolled it
Now must furl it with a sigh.

Furl that Banner! furl it sadly!
Once ten thousands hailed it gladly,
And ten thousands wildly, madly,
Swore it should forever wave;
Swore that foeman's sword should never
Hearts like theirs entwined dis sever,
Till that flag should float forever
O'er their freedom or their grave!

Furl it! for the hands that grasped it,
And the hearts that fondly clasped it,
Cold and dead are lying low;
And that banner—it is trailing!
While around it sounds the wailing
Of its people in their woe.

For, though conquered, they adore it!
Love the cold, dead hands that bore it!
Weep for those who fell before it!
Pardon those who trailed and tore it!
But, oh! wildly they deplore it,
Now who furl and fold it so.

Furl that Banner! True, 'tis gory.
Yet 'tis wreathed around with glory,
And 'twill live in song and story,
Though its folds are in the dust:
For its fame on brightest pages,
Penned by poets and by sages,
Shall go sounding down the ages—
Furl its folds though now we must.

Furl that Banner softly, slowly!
Treat it gently—it is holy—
For it droops above the dead.
Touch it not—unfold it never,
Let it droop there, furled forever,
For its people's hopes are dead!

* * *

Through all these long years Lee had lived true to his motto and had tried to do his duty. He had never believed the Confederacy could succeed unless assisted by foreign powers. But he believed, "We had sacred principles to maintain and rights to defend for which we were in duty bound to do our best, even if we perished in the endeavor." So he declared, "I did only what my duty demanded. I could have taken no other course without dishonor. And if all were to be done over again, I should act in precisely the same manner."

When the war was over he was the first to accept the situation, and continued to advise his people with a wisdom equal to that with which he had commanded them in battle. "All good citizens must unite in honest efforts to obliterate the effects of the war, and to restore the blessings of peace. * * It should be the object of all to avoid controversy, to allay passion, and give scope to every kindly feeling."

"I was not in favor of secession and was opposed to the war. I was for the Constitution and the Union established by our forefathers. No one now is more in favor of that Union and that Constitution, and as far as I know, it is that for which the south has all along contended; and if restored, as I trust they will be, I am sure there will be no truer supporters of that Union and that Constitution than the southern people." Such was Lee's view of the war and of duty.

"I have fought against the people of the north because I believed they were seeking to wrest from the south her dearest rights. But I have never cherished toward them bitter or vindictive feelings, and have never seen the day when I did not pray for them."

* * *

The Sword of Lee.

ABRAM J. RYAN.

Forth from its scabbard, pure and bright,
Flashed the sword of Lee!
Far in the front of the deadly fight,
High o'er the brave in the cause of right,
Its stainless sheen, like a beacon-light,
Led us to victory.

Out of its scabbard, where full long,
It slumbered peacefully—
Roused from its rest by the battle-song,
Shielding the feeble, smiting the strong,
Guarding the right, and avenging the
wrong
Gleamed the sword of Lee!

Forth from its scabbard, high in air,
Beneath Virginia's sky—
And they who saw it gleaming there,
And knew who bore it, knelt to swear
That where that sword led they would
dare
To follow and to die.

Out of its scabbard! Never band
Waved sword from stain so free,
Nor purer sword led braver band,
Nor braver bled for a brighter land,
Nor brighter land had a cause as grand,
Nor cause, a chief like Lee!

Forth from its scabbard! how we prayed
That sword might victor be!
And when our triumph was delayed,
And many a heart grew sore afraid,
We still hoped on, while gleamed the
blade
Of noble Robert Lee!

Forth from its scabbard! all in vain!
Forth flashed the sword of Lee!
'Tis shrouded now in its sheath again,
It sleeps the sleep of our noble slain,
Defeated, yet without a stain,
Proudly and peacefully.



When an English gentleman offered Lee a home and an estate in England, he would not accept it, saying it was his duty to remain with his people and to help build up the fortunes of his state. When his friends in Virginia offered him a residence in Richmond, he modestly but firmly refused, wishing to accept no gift. When railroad corporations and insurance companies offered him many thousands of dollars only for the use of his name as president of the companies, he rejected their offers, unwilling to accept anything he did not earn. When his state would have made him governor, he would not consent, lest it might cause unjust criticism of his people and misunderstanding of their motives. Like Washington, he only wished to retire to private life and make an honest living by honest labor.

In the fall of 1865 he was elected President of Washington College, at Lexington, Va. He did not believe he was fully qualified for this work; but he accepted it, believing it to be his duty to accept this best opportunity to help the young men of the South and to bring prosperity to the people. His salary was only \$3,000 a year, but when offered more he would not accept it, saying he received all his services were worth. He became one of the best of college presidents, and in five years he made Washington College into one of the foremost universities in all the South. He attended teachers' meetings, and did all he could to foster education among the people.

(Lee's letter in this number of the JOURNAL, and the extracts on the first page may be read here.)

September 28th, 1875, General Lee attended a meeting of the vestry of his church, where his last act was to give \$50 necessary to make up the rector's salary. He returned home and sank into his chair speechless. On October 12th he died. His last words were, "Tell Hill he *must* come up!"

His body lies in the mausoleum at the rear of the college chapel, and beside him are laid his wife and his daughter Agnes. Above the tomb is Valentine's recumbent figure of Lee the soldier taking his rest. In Richmond stands a heroic equestrian statue. Both these have been erected by the sacrifices of the people who love his memory.

* * *

"He was a foe without hate, a friend without treachery, a soldier without cruelty and a victim without murmuring. He was a public officer without vices, a private citizen without wrong, a neighbor without hypocrisy and a man without guile. He was Caesar without his ambition, Frederick without his tyranny, Napoleon without his selfishness and Washington without his reward. He was as obedient to authority as a servant, and royal in authority as a king. He was as gentle as a woman in life, pure and modest as a virgin in

thought, watchful as a Roman vestal, submissive to law as Socrates, and grand in battle as Achilles."

* * *

A great warrior, a true philosopher, an upright citizen, a polished Christian gentleman, the ideal soldier, the hero of his country, a model for the young man of to-day! Whom our fathers honored and trusted their children may well learn to reverence and to love; and of a cause for which these fathers died we need not be ashamed. "To him who thus stood by us we owe a debt immeasurable, and as long as our race is upon the earth let our children and our children's children hold that debt sacred."

(Let all the school repeat:)

*There is a true glory and a true honor;
the glory of duty done, the honor of the integrity of principle.*

* * *

(Tune America.)

God bless our native land!
Firm may she ever stand,
Through storm and night;
When the wild tempests rave,
Ruler of wind and wave,
Do thou our country save
By thy great might.

For her our prayer shall rise
To God, above the skies;
On him we wait;
Thou who art ever nigh,
Guarding with watchful eye,
To thee aloud we cry,
God save the State!

The College-Bred Man as a Man of Ideas.

REV. H. P. JAMES IN WHITMAN COLLEGE
QUARTERLY.

The experience of life lays sublime emphasis on the cultivation of the *knowing* powers, that a trained intelligence and a quickened conscience may rightly direct the power of will in a man's life-work. However society may be "re-organized" it is still ideas that must rule if the world is to prosper. Only by welcoming in their own lives, and diffusing among others the sway of ideas, can young men become "masters of the art of living well."

There is a sense in which all men are "self-made men." No one is fully made a man, be he college-bred or not, unless he make himself. But whatever may be the strength or the virtue of the man who is commonly called "self-made,"

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—of the man who has formed his character without the help of schools or instructors—and many such there are, noble examples of highest success in life—it holds as the pre-eminent characteristic of college-bred men, that they have learned to deal with ideas as well as with facts.

Business life and active professional duties make of college-bred men the most intensely practical citizens—men who can “bring things to pass”—yet the man who enters upon life through a liberal course of study at college remains all his life long “a citizen of the republic of ideas.” He is open to reason. He knows the power of thought. He has seen that “ideas after all rule the world,” although they do not always manipulate the caucus. Every man who has to do with practical affairs as well as with theories and study, long before he reaches middle life learns to feel keenly the difference between men who are open to ideas and convictions and men who are impervious to new ideas. To deal with the one class of men is a delight. To deal with the other is a weariness to the flesh and a discouragement to the soul.

Of course, it is not true that all disseminators of ideas, or that all men of ideas, are college-bred men. No one who had entered into the spirit of a liberal course of college study would for a moment entertain a view so narrow. But, as a rule, the men who have known the expanding influence of college life belong forever to the first of these two classes of men. For those who are to pursue a business life, for all men who are not to live a distinctively studious life after graduation, the college course is invaluable for precisely this broadening outlook which it opens. The shaping forces of the years of college life go with a man through all time and into eternity.

An Educational Parable.

There is much good sense in the following parable by Mr. B. F. Wise in *School Education*, and it is commended to those enthusiastic teachers who have mistaken the grand principle of correlation for jumbling and confusion. Well might Herbart pray to be delivered from his all-too-enthusiastic, but uncritical friends.

PARABLE.

For the New Education is like unto a

certain housekeeper who would build him an exceeding great and fine house. And he got him up at the crowing of the cock and labored with zeal, saying unto himself: Behold, I will have me a front porch, two bay windows, and a cupola.

For a little space he toiled at the walls. He notched the studding in notches, that they might fit one to the other. But he bethought himself, Lo, I have forgotten the cellar. And he dropped his saw and square with alacrity and possessed himself of a spade to dig. When he had digged but a little space it was borne in upon his mind that a house must needs have boards nailed upon its timbers, and he abandoned his cellar and nailed as many as three wide boards to the studding he had set up.

And even as he nailed he was aware that in all houses he had seen there was lath and plaster applied to the walls. So he came unto the hardware man, saying, Give unto me a trowel, I beseech thee. Then when he had put lath upon the walls as high as the width of the three boards, he plastered those laths. After which it came to pass that he notched and put up the studding for another wall; for surely a house must have more than one side.

Then he said unto his wife, Of a surety there must be flooring of good pine from the great state called Georgia. But ere he had finished half a score of boards, he arose, saying, My cellar is not yet finished, and he laid hold upon his spade and deepened the hole.

But even as he threw the seventh spadeful over his head his eye fell upon the plaster he had plastered, and he cried, Surely bare white plaster is not seen in the houses of my brethren. My house shall be as theirs, adorned with the lily and the rose and marvelous dados of fantastic shapes. And he got him to the paper-man, and bade him show scrolls of rare design, and he papered the wall as high as he had plastered.

Then he saw that the wall must needs be sided ere it was done, and he nailed weather boarding for a little time, till he cried, Lo, can a house be a house without shingles? And he shinned him up a ladder and shingled lustily for six minutes. Then he sought rest in change of occupation, and added unto the lath and plaster a foot more of height, and digged the cellar two inches deeper.

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After which he erected the stndding of the other walls of his house. When he saw the flooring he had laid he said, I will even lay a costly carpet upon it. And so he did.

Then he put in one window sash and made a shelf for a clock. And again he digged in his cellar. After this he put paper on the new piece of plastering he had made, and drove in a nail for his mother-in-law's picture.

Now that his mind might not congest he took a change once more, and again ascended and shingled upon the roof. But his wife lifted up her voice, saying, Bebold, thou hast not painted; art thou ignorant, or only lazy? And he hied him down right hastily and immediately seized upon a brush to paint the siding he had nailed.

And if that bouse be building to this day I know not; for I felt to be exceeding tired, and I dusted my sandals and departed thence. But this I do know of a verity, there will not be its like in seven kingdoms when it is finished.

He that hath understanding, let him form a concept; and he that hath common sense, let him prophesy unto the people.

Books Reviewed.

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The Water Witch, by J. Fennimore Cooper, constitutes double number 27, of the Standard Literature Series, *University Publishing Co.* It is one of the best of the series, containing all that is essential in this famous story, a full page map of Long Island and vicinity, a historical sketch of the early days of New York, a biographical note, and a glossary of nautical terms. It should be in the library of every public school. Price 20 cents.

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Questions of the State Examining Board.

(CONTINUED.)

Physics Examination.

1st. Define (a) energy, (b) matter, (c) tenacity.

2nd. Give the three laws of motion.

3rd. What is the difference between adhesion and cohesion? Illustrate.

4th. What is meant by "specific gravity"? Tell how it is found.

5th. Why do we make two openings in a barrel of vinegar when we wish to tap it?

6th. Define (a) ohm, (b) volt.

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7th. What is the effect of heat upon most metals.

8th. State and illustrate the difference between induction and conduction.

9th. Define luminous, translucent, and transparent bodies.

10th. Define centrifugal force and give an illustration of it.

11th. A cubic foot of water weighs 1,000 ozs. What is the pressure upon the bottom of a tank which is ten feet square and eight feet high when the tank is three-fourths full of water?

Physiology and Hygiene.

1st. Define organ and tissue and give examples.

2nd. Tell how bones are nourished.

3rd. Explain the advantage of exercise.

4th. Describe the structure and state the functions of the skin.

5th. Explain how the body maintains a uniform temperature.

6th. Define waste and repair.

7th. How does food pass from the alimentary canal, where it is digested, to the tissues where it is used?

8th. Explain the difference between arterial and venous blood.

9th. Mention the chief ganglia of the brain and state their function.

10th. Explain "short-sight" and "long-sight."

English Literature.

1st. The English: Their original home, their migration to the British Islands, their religion, their language, their relations to the original Britons.

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3d. Elizabethan England: Give the various influences that were shaping the rational life and literature at this time.

4th. Modern period: Give the various causes, political, social, religious and literary which brought the revival in literature in the 18th century.

5th. Brief biographical sketch of any one of the following: Shakespeare, Milton, Addison, Burns, Wordsworth, Scott, Tennyson.

Questions on Civil Government.

1st. (a) How many members in congress, counting both branches? (b)

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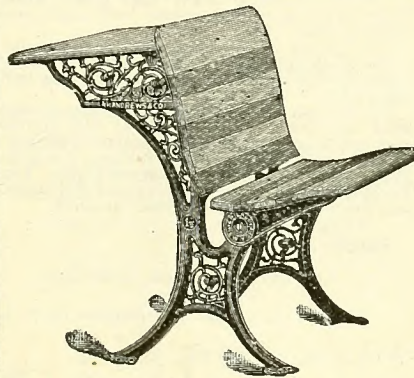
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How are senators elected? (c) If a vacancy should occur, what would he done? (d) If there should be no election as provided by law, what would be the result?

2d. (a) How many Justices on the United States Supreme Court Bench? How are they chosen and what is the term of office? (b) Could Congress establish the United States Supreme Court? (c) Could Congress increase the number of Justices? (d) What is a circuit Justice?

3d. (a) How is the President elected? (b) Give full account? (c) Is the vote of the Territories counted in election of the President? (d) The twenty-three smallest States have 57 votes in the House of Representatives, the ten largest States have 229 votes; if the House should have to elect a President in 1900 and the twenty-three States with 57 Representatives should vote solidly for a Republican, the ten States with 229 votes for a Democrat, and the remaining States should give their votes all for a Populist, who would be elected? (e) Suppose no President should be elected before the 4th of March, 1901, what would be done?

4th. (a) How many members in each branch of the Legislature of this State? (b) How are they elected? (c) Can the Governor veto a bill passed by the Legislature? (d) What is the term of office of the members of the Legislature.

5th. (a) How many Justices on North Carolina Supreme Court Bench? (b) Can the number be increased or diminished by the Legislature? (c) How are the Superior Court Judges chosen? (d) How are Solicitors chosen? (e) What is the salary of Judges? Are the Solicitors all paid the same?

Dr. Egbert W. Smith's Introduction of Col. J. E. Mowbray, at the Keeley Institute, Greensboro, N. C.

The editors of the JOURNAL OF EDUCATION heartily endorse the sentiment of the following words with which Rev. Dr. Egbert W. Smith, pastor of the First Presbyterian Church of Greensboro, N. C., introduced Col. J. E. Mowbray at the opening of the splendid new quarters of the Keeley Institute. Having seen the results of the work of the Institute and knowing personally the managers, we do not hesitate to commend it to all who may wish help in breaking the bondage of drink, tobacco, or opium.

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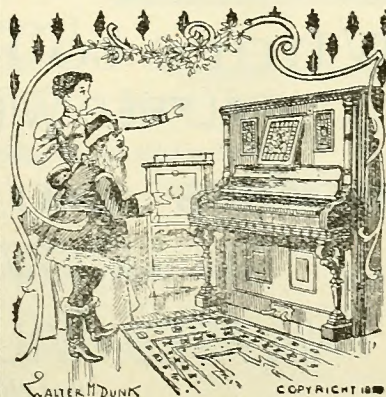
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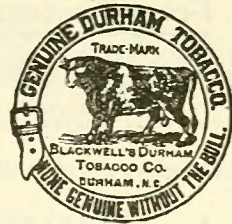
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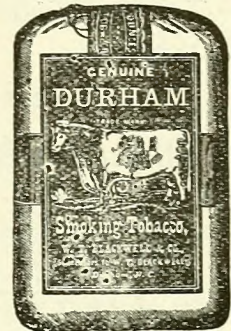


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NORTH CAROLINA Journal of Education.

VOL. I.

GREENSBORO, N. C., FEBRUARY, 1898.

NUMBER 7.

To promote literature in this rising empire and encourage the arts have ever been amongst the warmest desires of my heart.

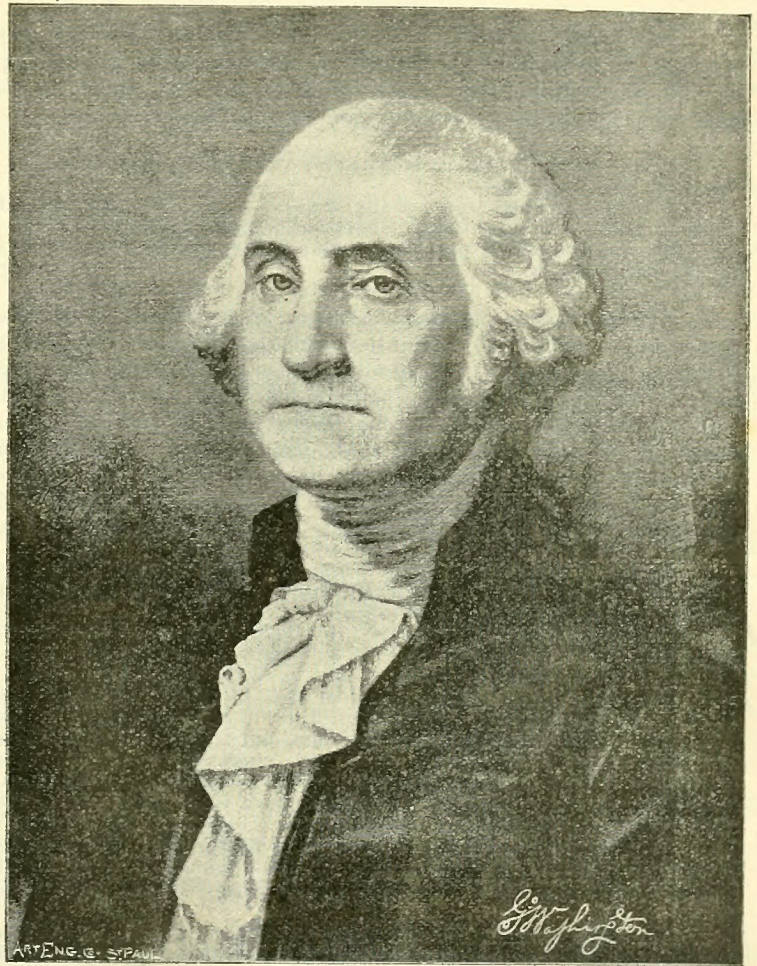
That a national university in this country is a thing to be desired, has always been my decided opinion. * * * A primary object of such a national institution should be the education of our youth in the science of government. In a republic, what species of knowledge can be equally important, and what duty more pressing on its legislature, than to patronize a plan communicating it to those who are to be the future guardians of the liberties of the country.

Nor am I less persuaded that you will agree with me in the opinion that there is nothing more deserving your patronage than the promotion of science and literature. Knowledge in every country is the surest basis of public happiness. In one in which the measures of government receive their impressions so immediately from the sense of the community as in ours it is proportionately essential.—*First Message to Congress.*

The assembly to which I address myself is too enlightened not to be fully sensible how much a flourishing state of the arts and sciences contributes to national prosperity and reputation.—*Annual Message, 1796.*

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It is not the schools in the larger cities that need libraries, but rather the country schools in the thinly settled districts. In such schools the children know nothing of the great world except what they learn from books, and there are no books to which they have access. Many teachers have appreciated this fact, and have wished to provide libraries for their schools, but three reasons have prevented them from doing so:

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Second: The best works of the standard authors contain incidents which it is not proper for children to read, and many allusions which cannot be satisfactorily explained to them.

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North Carolina Journal of Education.

Devoted to Education in North Carolina and the South.

VOLUME I.

FEBRUARY, 1898.

NUMBER 7.

North Carolina Journal of Education.

Entered as Second-Class Matter at the Post Office at Greensboro, North Carolina.

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All honor to Durham for this progressive step, and may other towns make haste to follow her example! What a small item will this \$600 be on the list of the town's annual expenses—not more than the pay of one policeman; yet what a power for good it secures. How poor indeed—poor with the worst kind of poverty—is the bookless town! And what a small amount of less valuable wealth is required to secure for it this higher wealth! For nothing is worth more in a community than such a source of instruction, enlightenment and wholesome pleasure, free alike to all. The Library will be opened February 8.

May this be the beginning of a brighter day for North Carolina.

We are glad to see so many counties organizing teachers' associations, and to learn that the meetings of these associations are so well attended. The discussions, too, seem to be of a very practical nature. At least one county in North Carolina has organized township associations, thus getting nearer to all the teachers. We can see no reason why the teachers of any township might not meet at one of their school-houses at least twice a month for study and mutual help. This, with a bi-monthly or quarterly meeting of the county association, could not fail to result in much good. We will gladly publish condensed reports of any papers read at these meetings, if they are sent to us.

Illiteracy and Crime Among the Negroes.

In his address before the National Prison Congress, Dr. Winston showed that, while 57 per cent. of the colored population of the United States are illiterate, only 54 per cent. of colored criminals are illiterate, the colored population that can read and write thus being more criminal than the illiterate population—a thing not true of any other portion of the population. But from this fact no argument is to be drawn against the education of the negro, nor even against the inefficient and ill-adapted education now given him. One must remember that more than half the criminals of all races are between the ages of fifteen and thirty years and that comparatively few are over forty-five. It is only the negroes under thirty years of age who have received any of the benefits of the schools. Few negroes over forty have learned to read. So these figures reveal no more than one would expect, that there are more criminals among the younger negroes than among the older, even though the younger have had more schooling. The same would be true among the white people under like conditions. Make the education of the negro what it should be, both in kind and extent, and wait until such time as the percentage of illiteracy shall be more nearly equal among the younger and older people, and this apparent contradiction to the normal relation between illiteracy and crime will have disappeared.

We fully agree with Dr. Winston in his conclusion that the most important thing for the negro is industrial and moral education. The more thoughtful negroes are of the same opinion. Booker T. Washington, of Tuskegee, Ala., constantly emphasizes this point. So did President Price, of Livingstone College, before his death. In some of our towns the negroes have frequently asked that some form of industrial training be given in their public schools. As a rule they do not want the higher education given in the white schools. Here is a problem for superintendents and school boards, on the correct solution of which depends much of our future prosperity and happiness.

Most of the schools in the towns of North Carolina celebrated R. E. Lee's birthday, using the program published in the January number of the JOURNAL. Next year the day should be observed with appropriate exercises by all our schools.

University Summer School.

Superintendent M. C. S. Noble, of Wilmington, has been elected manager of the University Summer School. All who know him will agree that no better selection could have been made. Mr. Noble is a practical teacher of wide experience, and has been connected with the Summer School at Chapel Hill from its beginning. Here, not only has he done well the work of his own department, but we happen to know that his advice and counsel has always been sought and relied upon, as wise and just, by those who have had charge of the school in the past. We feel sure the school, under his management, will continue its well established reputation for solid and progressive work.

Since the above was put in type Mr. Noble has been elected Professor of Pedagogy in the University. An excellent choice.

A number of applications have been made for admission to the correspondence course in pedagogy offered by the State Normal and Industrial College, Greensboro, N. C., and the classes will be formed early in February. Any others wishing to take any of these courses this year should apply at once. For information, see the September number of this JOURNAL, or write to President McIver. The courses are intended for teachers who wish direction and assistance in some regular home work in the history, theory or practice of education, and they are open to all teachers who are prepared to profit by them.

State Superintendent C. H. Mebane is showing his interest in the public schools by his unceasing watchfulness and untiring zeal. His latest circular is to Supervisors and members of county boards of education, advising them not to pay certain orders for school supplies bought from agents by the old commissioners at a time when most schools had no money to their credit. No doubt this is a matter well worth looking after. It is quite an easy matter to waste a large part of this all-too scant school fund.

The State Board of Education will soon issue a pamphlet containing instructions and suggestions as to the best methods of teaching the various subjects of the public school course, with two or three model lessons in each subject. This pamphlet should be very helpful. It is a step in the right direction.

The Teachers' Association of Columbus county was organized January 1, with Prof. J. D. Long president. The next meeting will be held the second Saturday in February.

Austin, Texas, will invite the Department of Superintendence of the National Educational Association to hold its next meeting in that city. We hope this invitation will be accepted. A trip to Texas, with an excursion to the city of Mexico, in February would be very pleasant for us all.

The Commissioner of Agriculture can testify to the efficiency of the NORTH CAROLINA JOURNAL OF EDUCATION as an advertising medium. Immediately upon the publication of the January number, his office was overwhelmed with letters from teachers, asking for a copy of North Carolina and Its Resources. The JOURNAL is the only publication in North Carolina devoted to education. The reception it has met from the teachers and the public generally is most gratifying. An advertisement for the general advertiser will pay better in this JOURNAL than in any other North Carolina paper or magazine. For it goes to the most progressive teachers in the state, and its advertising columns are as closely read as any other.

On account of the notice of the book, North Carolina and Its Resources, in the January number of the JOURNAL OF EDUCATION, there have been so many calls for it from the teachers that the supply is exhausted. This book was published primarily for the purpose of advertising North Carolina abroad. But it can serve the state in no better way than by being put into the hands of teachers to instruct the children of North Carolina in the great natural resources and possibilities of our commonwealth. A second edition ought to be published as soon as possible, and a copy given to every public and private school in North Carolina. The state could not spend the same amount of money to better advantage.

President Alderman leaves early in February for an extensive trip through Europe and along the shores of the Mediterranean, visiting Egypt, Palestine, Greece, Italy, France, etc. He expects to be gone four or five months, returning about the time.

of commencement. The JOURNAL wishes him a pleasant, prosperous voyage. May the seas roll gently and never swell or chop.

The enrollment of regular students at Chapel Hill, not including the Summer School, has reached five hundred—thirty-nine more than the largest number enrolled in any previous year. Of this number more than ninety per cent. are from North Carolina. In the number enrolled in the academic department, this university now stands far ahead of any other in the South. A few more years should see the present number doubled; and the state and private individuals should so endow the institution that it may offer, free to all, every advantage offered by the best in the land. This would be the best economy and the most fruitful benevolence.

At their Christmas meeting the Supervisors' Association adopted the NORTH CAROLINA JOURNAL OF EDUCATION as their organ of communication; the Association of Academies of North Carolina passed resolutions commending it in the highest terms to all private school teachers. The Association of City Superintendents gave it their hearty approval, many of the superintendents and principals expressing their pleasure in the fact that the state has an educational journal of the high type of the JOURNAL OF EDUCATION, and all promising to labor for its success. We fully appreciate the compliment and welcome the promised support. In return, the JOURNAL can only promise to continue to be as helpful as possible to all, and to prove itself worthy of their support. We shall always publish with pleasure condensed accounts of the proceedings of these associations.

Within the last month one County Supervisor in North Carolina has sent in a list of seventeen subscriptions from the teachers of his county, and one City Superintendent has sent thirty-two subscriptions from the teachers in the schools of his town. Can not every other supervisor and superintendent send lists like these before the close of February?

Several papers read at the Christmas meetings yet remain. Condensed accounts or the full texts of these will be published in the March number.

Poor Attendance.

As usual, many school districts in North Carolina report an attendance of less than one-half the school population. Some report less than one-fourth, and Iredell county has one school district with 102 children of school age, and an average attendance of only 11.

This is the fault of some one. Whose? If it is the teachers', then these teachers should be replaced by those who are more competent. And if there are not enough competent teachers to fill the places, then the state should see to it, that ample provision is made at the earliest possible moment for the education and training of competent teachers for all its schools. Investing a million dollars or more in public education, it is wasteful economy and mere lack of business method, if the State does not add to this a sufficient amount to insure itself against the loss of its investment. This can only be done by providing for the training of all teachers needed, and then consistently refusing to let the children's money, and its own, be squandered by incompetent teachers "teaching out" the time and money in empty school-houses—and, incidentally, "teaching out" the children's only opportunity for any adequate preparation for life and citizenship, and the state's only hope of any real progress.

If the poor attendance is the fault of the school officers, then should the people see that men are elected to these offices who will perform the duties incumbent upon them intelligently and without fear or favor.

If the fault is with the parents and in a general lack of educational sentiment, then should the state, and every man in it who sees the possibility of better things, go to work earnestly and persistently to arouse the more careless and less concerned to a sense of their duty to their children and to the future of the state. There should be begun at once in every township in the state a real "campaign of education," and the gospel of education should be proclaimed from every stump, platform and pulpit, until all shall have heard, whether they will or not.

Finally, if any parents continue to refuse to give their children the advantage of the best opportunities the state can offer, but persist in the crime of robbing them of all that would make their lives most useful and profitable to themselves and to those among whom they must live, condemning

them to the slavery of ignorance and the shackles of helplessness,—then should the state recognize the fact that the child is not the slave of its parents, nor is it their property to dispose of, during the educative period of its life, as they may, in their own ignorance and indolence, like best, and finally to be cast forth into life and upon society, unprepared and helpless in the presence of the one, and a menace to the other. In the name of justice and the protection of the weak against the strong, the law should compel these parents to do their duty in so far, at least, as to let their children profit by that which has been provided for them by others. This crime against helpless children should be treated as any other crime of the same magnitude—if there be such.

To protect its own future, to shield its children and to compel parents to assume the most sacred duties belonging to them as parents, may be paternalism, if you wish to call it so. But if it is, then the history of the world has already demonstrated that paternalism of this kind is a desirable thing.

Photographs of North Carolina Scenes.

The teacher of geography can accomplish much with pictures. A collection for systematic instruction should form a part of the equipment of every school. The best pictures to begin with are scenes from different parts of North Carolina. There is a large collection of these in the State Museum at Raleigh. They are large photographs, and are ornamental as well as instructive. Some arrangement should be made by which copies of these could be secured for schools. A few of these framed, and hung upon the walls, would add to the beauty of any school-room.

At present, to show the appearance of western North Carolina, the teacher cannot do better than to use some of the large collection of photographs made by Mr. T. H. Lindsay, of Asheville, and offered for sale by him. These are on cards 5 by 8 inches. They show every sort of mountain scene, with rivers, waterfalls, rail-road cuts, peaks, valleys, farms. Many of these photographs are excellent aids in teaching geology, showing rocks in strata of different kinds, worn by water, rent by trees, etc. Mr. Lindsey publishes a catalogue of his photographs, which he will send upon application. Send for this catalogue and see what a fund of material it offers. If the school can afford a

cheap stereoscope, this, with a few good pictures, will give a better knowledge of the surface features of western North Carolina, which may serve as a type of mountain country, than many pages of description.

Dr. J. L. M. Curry, agent for the Peabody and Slater funds, is on his tour of inspection of the schools receiving aid from those funds. These visits are of great value to the schools and to the cause of education generally, because of Dr. Curry's eloquent and thoughtful addresses. No man has done more for education in the south than Dr. Curry, and these funds are doubly helpful, in that while they send the gifts of money, so much needed, they also send Dr. Curry with his inspiring words and earnest pleadings that we can and should help ourselves by appropriating more money for education and by establishing more liberal school systems.

A number of valuable articles intended for this number of the JOURNAL came too late. Among these are Prof. Moses' article on Primary Reading and Spelling, Prof. Alexander White's article on Washington and Lee University, and an illustrated description of the new Science Hall at Guilford College. These will appear in the March number.

Dr. J. L. M. Curry to the Gubernatorial Candidates of Alabama, May 21st, 1896,

The political economy which busies itself about capital and labor, revenue reform and free coinage, and ignores such a factor as mental development, is supremest folly, for to increase the intelligence of the laborer is to increase largely his producing power. Education creates new wealth, develops new and untold treasures, increases the growth of intellect, gives directive power and the power of self-help; of will and of combining things and agencies. The Secretary of the Board of Education of Massachusetts in his last report makes some valuable statements and suggestions. No other State is giving so much for education. Each inhabitant is receiving on an average nearly seven years of two hundred days each, while the average given each citizen in the whole nation is only four and three-tenths of such years. While the

citizens of Massachusetts get nearly twice the average amount of education, her wealth-producing power as compared with other States stands nearly in the same ratio. This increased wealth-producing power means that the 2,500,000 people produce \$250,000,000 more than they would produce if they were only average earners. And this is twenty-five times the expenditure for schools. The capacity to read and write tends to the creation and distribution of wealth, and adds fully twenty-five per cent. to the wages of the working classes. It renders an additional service in stimulating material wants and making them more numerous, complex and refined. We hear on every hand louder calls for skilled labor and high directive ability. It is a lack of business sagacity to flinch from the cost of such a wealth-producing agency. This question is not, How can we afford to do it? but, Can we afford not to do it?

When the minds of children are no longer stunted and deformed by the mechanical lessons of stupid teachers,—when instruction, instead of giving mutual pain, gives mutual pleasure by administering, in proper order, to faculties which are eager to appropriate fit conceptions in fit forms—when among adults widespread knowledge is joined with rational ideas of teaching, at the same time that in the young there is an easy unfolding of the mind, such as is even now shown by exceptional facility of acquisition—when the earlier stages of education passed through in the domestic circle, have come to yield, as they will in ways scarcely dreamed of at present, daily occasions for the strengthening of sympathy, intellectual and moral, then will the latter days of life be smoothed by a greater filial care, reciprocating the greater parental care bestowed in earlier life.—*Herbert Spencer.*

The best scholars will almost invariably be those who make special attainments on the foundation of a broad and liberal culture.

The best teachers are usually those who are free, competent and willing to make original researches in the library and the laboratory.

The best investigators are usually those who have also the responsibilities of instruction, gaining thus the incitement of colleagues, the encouragement of pupils, the observation of the public.—*Pres. Daniel Coit Gillman.*

Prof. E. J. Forney, of the Normal and Industrial College, Greensboro, N. C., has devised an exceedingly simple method of teaching the elements of stenography. The Stenographer's Journal has published a few of the first of his series of lessons. He claims that three or four lessons are sufficient to enable pupils to read fables and other easy exercises.

Every superintendent who can possibly do so should attend the meeting of the Department of Superintendence at Chattanooga, Feb. 22, 23, 24. The South-Eastern and Central Passenger Associations have granted a rate of one fare for the round trip, and the hotels offer special rates. The Department Headquarters will be at the New Southern Hotel. The meeting of the Educational Press Association of America, the Round Table of the National Herbart Society, and a Conference of State Superintendents will be held at the same time and place. See programmes on page 35 of this JOURNAL.

He who opposes schools because they are not of his religious belief, and teaches others to do so, shall be called least in the community in which he lives.—*The School-Itemizer*.

No people can afford to neglect even a residuum of its population. Many of the greatest men of our country, and of all times, have had their origin in the most untoward conditions. That community is the most far-sighted and the most certain to prosper which most intelligently and persistently strives to convert what I may call, from this point of view, even the waste product of humanity, into useful men and good citizens. Such a result is not produced by accident, any more than the waste product of the factory is made valuable and useful without study and without care. Count nothing valueless in the world about you, or in the population in your midst.—*President Seth Low*.

To know how to work is to love work, and to love work is to succeed.

The signs are unquestionable that but a few years are to pass before a manual training department will be an essential feature of every public school, especially in the town, unless that school is to be ranked by intelligent public sentiment as antiquated.—*Asheville Gazette*.

The Teaching of North Carolina History---Where to Get Material. II.

There is no one accurate history of North Carolina. Our older historians labored under the disadvantage of trying to write the history of a province without sufficient material from original documents. The publication of our Colonial Records has shown that some of the old accepted beliefs are erroneous.

Among the present writers who are studying the Colonial Records and other original sources, and publishing much-needed information about our early history, Dr. Stephen B. Weeks stands first. The teacher of North Carolina history cannot do without Dr. Weeks' valuable monographs, if he wants to teach the truth about our forefathers, instead of tradition.

THE JOURNAL OF EDUCATION proposes to publish during the year a description of the contents of all of Dr. Weeks' works, as well as of many other historical writings relating to our state. This is necessary, if we wish to render any real service to the practical teacher. For the titles of the works are not always indicative of their entire contents, or of their importance to a teacher.

The name of Dr. Weeks' monograph, "The Religious Development in the Province of North Carolina," may not sound attractive to the teacher of children. Yet it treats of some interesting events.

These are some of the subjects:

The First Settlers of North Carolina, Why they Came.

Established Church.

The Cary Rebellion.

The Tuscarora War.

Dr. Weeks says: "The earliest settlers in North Carolina were not religious refugees; they came to the province mainly from economic motives. * * Beginning with 1701, the Episcopal Church was for three-quarters of a century the legal church in North Carolina." * *

"The Cary Rebellion was the uprising of a free people against the attempt to saddle on them a church establishment with which they had no sympathy."

The character of Edward Moseley is described, "the broadest-minded man who lived in North Carolina during the first half of the eighteenth century, * * a man far above the level of his surroundings."

This monograph is supplemented by a second

entitled, "Church and State in North Carolina." The story is continued, of the effort to establish a church, and its resistance by the people. It tells of religious persecution in North Carolina. It shows how our religious liberty has been a growth, concluding with the removal, by the Convention of 1835, of the political ban upon Roman Catholics.

It will be seen from this brief synopsis that these are two valuable works, indispensable to the understanding of much in our colonial history.

Each 50 cents, bound in cloth—68 and 65 pages.

Address Dr. Stephen B. Weeks, Bureau of Education, Washington, D. C. H.

First and Second Grade Geography Lessons Which Center Around the Weather Chart. III.

MISS M. W. HALIBURTON, STATE NORMAL AND INDUSTRIAL COLLEGE, GREENSBORO.

As a preparation for the study of ice and snow and their formation, have lessons on crystalization. Put an ounce of finely powdered alum in twice its bulk of boiling water, stir, with a piece of wood until dissolved, pour the solution into a shallow glass dish, suspend in it a string, and set aside out of dust, to cool. Do the same with blue stone (sulphate of copper) and with potassium bichromate, and beautifully brilliant crystals will be obtained. Dissolve in hot water as much salt as it will hold in suspension, do the same with sugar, with saltpetre and with soda, and treat as above. Differently shaped crystals will be found in each dish when all the water has evaporated.

When there is a snow-fall to record emphasize its beautifying effect upon the world. Notice its softness, opaque whiteness and coldness.

Let children catch a few flakes upon a piece of dry glass, and watch them melt. What do they make? (Round drops of water.) Were the flakes shaped like the round drops of water? How did they differ? If put out to freeze, will the drops become snow-flakes again? What will they become? Where does snow come from? What are clouds? Why is it not rain when it falls? (Too cold.) Then why not round pieces of ice, sleet or hail?

Children will reason to this if shown pictures of men going up in balloons. Why do they wear such thick clothing? Show pictures of snow-covered mountains, and tell how high they are.

If it happens to be a fall of light dry snow,

when the flakes are small and more perfect in shape, the children can see the star-like shape with the naked eye, if they are caught on a black woolen cloth. If a lens can be had let them see flakes through it. Afterwards show pictures of different shapes, found in any good physical geography. Note that all have six sides. Refer to differently shaped crystals made from the alum, salt, etc. Tell children that the snow crystals are always six-sided, that, in some way, which we do not understand, the tiny drops of vapor in a cold cloud, instead of running together as round drops of rain, seem to know just how to arrange themselves so as to make beautiful crystal.

Let children fill a glass, or other vessel, with packed snow. Try to put in more. Melt it, and notice bulk of water obtained. Which takes up more room, water or snow? Let children make hard, wet snow balls near a fire, heating them and pressing very hard. Glaciers are made by a similar process, and in studying them, this little experiment will be remembered and utilized.

Have lessons on the uses of snow. Get children to observe the melting of snow and its results. (Protection to the earth and to winter crops. Prevents beating and washing of soil by hard rains, etc.)

As soon as ice forms children are eager to tell of its appearance. Though no column on the weather chart is given to ice, it should be noted in the column for "snow," and the date of the first appearance of ice should be kept.

Call attention to the brittleness of ice, its hardness and its transparency. Plunge the thermometer into finely crushed ice, noting the degree of temperature indicated. Then plunge it into water formed from melting ice, and note the temperature.

In a large tin pan place a bowl, to be filled brimful of *cold* water. Show that there is no water in the pan. Select a piece of solid ice which will go easily into the bowl. Lay it gently on the water, which will now spill over into the larger vessel. Notice that the ice floats; but, before it has time to melt any, push all the ice beneath the surface. More water will run over. When you have the ice below the surface and the water ceases to overflow, take it carefully from the ice, put it into a dry dish and melt it. Measure the water which overflowed into the pan; this gives the volume of the ice, or more plainly for children, the amount of water it takes to fill the place large enough to hold the lump of ice. Now measure the water


made by melting the ice. Show how much less it is than the water which overflowed into the pan. Or fill the bowl full of water and then sink into it a large lump of ice, letting as much water run out as will. The bowl is now full of water and ice. Now, take out the ice and melt it, pouring the water thus obtained into the bowl.

Which takes up more room, water or ice? Melt the ice found in any vessel and show how much smaller is the amount of water obtained.

Fill with water two bottles which are just alike, and set in a cold place to freeze, corking one tightly so as to secure bursting. Recall to children experiences of cracked pitchers, broken water pipes, etc.

To further impress upon the minds of the children the enormous force of expanding water tell the story of the Canadian officer's experiment with the strong, thick iron shell; but do not do this until the children have done their own observing and made some experiments.

Encourage children to watch for the freezing of vapor on window panes, for the fine needle-like points which form first at sides of vessels of freezing water, the sides of mud-puddles, ponds, etc. Tell them this is the forming of ice crystals, though we cannot see them forming. The crystals of ice, like those of snow, are six-sided, but they are too closely packed together for us to see the tiny separate crystals.

It will help the younger children to gain some idea of crystal forming if you will put it something like this: As the weather grows colder the tiny drops of water begin to act very much as children do when they clasp hands, stretch out arms, and take up all the room they can. The teacher might have a little lesson game to show this. Let one child stand at center, six others at even distances around, close to him. Another child stands close to each of these; and so on, until about nineteen children move slowly together to make a figure something like this ; all in each line take hands, stretch out arms and move as far as possible from the child in the center. Apply this to formation of crystals. Show how impossible it would be to distinguish the shape of the figure made by the children, if there were many made and massed closely together.

Float pieces of ice on water. Which is lighter, ice or water? Do ponds and streams freeze through to the bottom? What would be the result if they did? Which is the warmer, the water be-

low or the ice on top? Can the ice keep the warmth in?

Teach the three forms of water, gaseous, which they have studied as vapor, liquid, and solid, as now studied in ice and snow. Let the children express the difference between these as they see them,—the particles of the solid stick together, those of the liquid move about, slip and slide over each other, while the particles of gaseous form fly farther apart, so widely separated and so small that we cannot see them. The children have seen that cold produces one form and heat another. Dwell upon this.

The lessons in column 8, (See November JOURNAL OF EDUCATION, page 22), are:

Experiments in crystalization.

Appearance and beautifying effect of snow.

Formation of snow.

Study of flakes.

Bulks of snow and of water compared.

Wet snow balls—glacier making.

Uses of snow.

Field lessons, to observe melting of snow and results.

Ice—its characteristics.

Experiments with thermometer.

Bulk of ice and water compared.

Freezing water in bottles.

Lesson game to teach process of crystalization and expansion.

Buoyancy of ice.

Ice a protection.

Forms of water, solid, liquid and gaseous, as produced by cold or heat.

Two Giants and Some Queer Little Fairies.

There were once two wonderfully strong giants. One was named Frigid; the other was named Thermos. They were very unlike each other, and would never stay in one place at the same time. As soon as one came the other left.

Now, there was a family of fairies who acted quite differently when Frigid was near from what they did when Thermos was close by. When Frigid came towards them they all caught hands and stretched out their arms as if to take up as much room as possible, so that no one could get in or separate them. They arranged themselves in pretty six-sided groups, one group fitting in between another, until they all looked like one great mass. Then

they stood as still as still could be. It seemed as if they were too frightened to move.

But as soon as Frigid moved away and Thermos came the fairies let all hands loose and separated. They began to slip and slide over each other and to run all about, still keeping close together. The nearer Thermos came the wilder grew their romps. First one and then another flew off and hid, until all were flying about in the air, far apart, so that no one could find them until Frigid started toward them and Theymos began to leave. Then first one and then another of the little fairies came slipping and sliding back, all running to meet each other. They were such small fairies they could not be seen while separated—not until they came close together; and the nearer Frigid came the more of them ran together. When he was near enough for them to feel how strong he was they caught hands again, stretched out their arms and stood massed together in groups as still as death. They could not move until Thermos reappeared.

Can you tell me who the two giants and these queer little fairies are?

I think that parents often make a great mistake by punishing children, instead of finding out and correcting the mental process which leads to any particular fault's being committed. There may have been something going on in that little mind that would render any sort of punishment an injustice. So long as an act can be explained on any possible ground, I believe in "sparing the rod."—*Mrs. Burnett.*

Unschooling men have only their habits to remind them of the past, only their desires and their instinctive judgments of what is right to guide them into the future: the college should serve the state as its organ of recollection, its seat of vital memory. It should give the country men who know the probabilities of failure and success, who can separate the tendencies which are permanent from the tendencies which are of the moment merely, who can distinguish promises from threats, knowing the life men have lived, the hopes they have tested, and the principles they have proved.—*Woodrow Wilson.*

Birds will resort unto their like,
And truth will return unto them that practice her.
—*Jesus the Son of Sirach.*

Language Teaching in the First Grade.

MISS ELISE FULGHUM, HIGH POINT PUBLIC SCHOOLS.

In a broad sense, everything taught in the school-room is an exercise in language, of which writing and numbers are but various forms. Language work in a first grade must be largely oral. Lead your pupils to talk, to express their ideas correctly.

One may begin with the little "nature talks," about birds, animals, insects, plants, phases of the weather, and the seasons. Then comes the picture story, which every child loves. Lead the children to tell what they see, to express ideas awakened by a picture.

Æsop's Fables form a good basis for oral reproduction.

Develop the child's powers of imagination. Tell him myths embodying beautiful thoughts. The stories of the old Norse gods, and of the naming of the days of the week, are always interesting.

The importance of the historic story and its plan of development in the primary grade has been too well told in a recent issue of the *JOURNAL* to be more than mentioned in this article.

Poems may be successfully used. Have the children learn some poem, for instance, Eugene Field's "Rock-a-by-Lady." The rhythm attracts. I know a little girl who begs every night that this poem be read to her. She calls it the "*Poppy Lady*," and insists that "the poppies, they hang from her *feet* to her *head*." You will find the child six years old loves the story of "*Hiawatha*."

Teach the children to express thought in full sentences. Here the use of idioms, *I see, I have, I can*, should be learned.

As a form of "busy work," have pupils carefully transform print into script, thereby learning something of punctuation. Dictation work (very short and easy sentences) may be done the latter half of the year.

Above all, as soon as the child enters school, strive to break him of such expressions as, "I ain't got *nairy* pencil," "I done it," and numerous other expressions equally bad.

Say, wouldest thou guard thy son,
That sorrow he may shun?
Begin at the beginning
And let him keep from sinning.

Beginning Classification in the Botany Class.

FANNIE C. FARINHOLT, FORMERLY OF THE ASHSEVILLE CITY SCHOOLS.

The pupils of the grade to which these lessons were given had already studied leaves, roots stems and a few fruits and seeds; they had also learned in the preceding session the parts of the flower, and now, with the first suggestions of spring, comes a renewed interest in the buds which are soon to break into blossoms.

In the wood behind their school were sheltered rocks, where the first blossoms of the opening year might safely be looked for. The teacher happened to know that the hepatica and the anemone were particularly plentiful there; and it was for this reason alone that she began her flower study with the little purple blossom.

Before the field lesson the pupils were told *what to look for* on their excursion, asked to take note of the plants, their environment and ways of life, and to bring back bunches of the whole plant for study the next day. With these in their hands the following questions were asked:

Was this plant growing in damp or dry places?

Was it on a northern or a southern slope?

Is it an herb or a shrub?

Find out the difference between these.

(The varied collection of botanies, from Mrs. Lincoln's to Gray's latest edition, were searched for answers to this, and what each said was read to the class.)

Is it an endogen or an exogen?

Why do you think it is an endogen?

Why do you think it is an exogen?

(Those who thought it an endogen were encouraged to give their reasons as well as those who thought it an exogen. After such argument, the correct view was not likely to be forgotten. The true answer was again decided upon by reference to the botanies.)

Describe the leaves of this plant.

Does the flower grow in clusters or is it solitary?

How many petals has it?

How many sepals has it?

What are the three little leaves just below the flower?

(Right here we had a talk on *bracts*, and on the fact that the corolla was wanting in some flowers while the calyx was occasionally of some other color than the usual green.)

How many stamens has the flowers?

On what part of the flower do the stamens grow?

Are the stamens joined together anywhere?

How many divisions of the pistil?

Do you think you can find some other plant which seems to be akin to this one?

Who will hunt up some buttercups and be the first to bring them?

Who will find some other flowers which might be akin to the hepatica?

The following day the children wrote in a set of blank books kept for botany work a careful description of the hepatica as to its habitat, growth and inflorescence, and left blank pages for descriptions of any flowers which they might find having similar characteristics. After awhile they were given the family name of the group which was written, along with the distinguishing family traits, in a space left for the purpose.

When the fruit blossoms came, there was opportunity for much more comparison because of the varieties obtainable, and the well marked characteristics of the Rosaceæ, to which so many of them belong. The azalea, the violets, the bellmonts, the beautiful and perfect trillium, and a number of other flowers were analyzed and classified in this way, the pupils verifying the *relationship*, whenever possible, and encouraged to look up the unknown flowers in the floras of their numerous botanies when they had nothing in their blank books which seemed to fit it.

The teacher was guided in her requests for certain flowers, and in the questions she asked on them, by the descriptions in Gray's Flora, her object being to bring out, and to direct attention to the prominent characteristics of the orders or species.

A better device than that of the use of the blank book would be to have the children press the specimens, and, when possible, mount the whole plant on papers of as nearly uniform size as possible, and, after pasting a written description of the plant on the sheet, put the specimens of members of the same order in the same paste board boxes, duly marked with the name of the order. But this made such a bulky package that the teacher felt that the blank book was more expedient for her pupils. Each could take his work home with him, and would often, in an industrious fit, during vacation, analyze a flower and write the description, when the exigencies of play would have kept them from the troublesome and tedious job of pressing the flower.

Always, when at all practicable, the pupils at their drawing hour were encouraged to make drawings from the plant of the day, and some of the designs thus drawn for a portfolio were pronounced beautiful work by all who saw them. They had the very touch of nature on them, crude though they were. If only there could have been painting too, a great step forward would have been made; but schools and teachers were too poor to furnish materials for this, and the parents refused to see in the suggestion anything but another "new-fangled foolishness"—the more the pity.

At the risk of being accused of mounting again a much-ridden hobby, I cannot refrain from calling attention to the all-round training furnished by this botany work. In the field lessons the whole being of the child was called into play. In the recording of the observations made during the excursion, memory and language were cultivated. In the analysis of the flower, delicacy of touch and keenness of sight were exercised. In the written description, again, there were necessary accuracy, neatness and correct spelling. In the drawings made, there was the *applying of the beautiful*, that loving reproduction of nature which is the first step in art.

It is pitiful to hear teachers declare that they have no time for the study of nature, and that field lessons are a failure. The truth of the matter is that we teachers are apt to get too much into the teaching habit; and we grow to think that we are doing nothing, unless we have our pupils sitting mute before us, and seeming to listen to the words of wisdom which fall from our lips. Perhaps nothing could better illustrate our mistakes in this than the following letter received by myself from a pupil after the superintendent had insisted on my trying to give a lesson upon a subject which I frankly told the children I knew nothing about, but which we would begin to study together. The letter is commended to the consideration of the teaching fraternity:

MY DEAR TEACHER:

I just want to tell you that we never did like a lesson as well as we did that one this morning. I felt so glad to be *working and helping you to find out what you didn't know*. I hope you will have another one soon.

Your scholar,

Do nothing without counsel;

And when thou hast once done, repent not.

—*Jesus the Son of Sirach.*

Latin in the Public Schools.

PRINCIPAL THOS. A. SHARPE, GOLDSBORO GRADED SCHOOLS.

The educational advance of this century has been marked by changes in both aim and method. The time has come, however, when all are practically agreed as to the aim of education, and the question that now engages education is how to attain that aim. The child, through the influence of educational forces, is to be reared into educated manhood, and it is the means by which this result is to be accomplished that divides the educational thought of the present day. In settling on a definite plan whereby the aim of education may be reached, there arises, first in importance, the question of the relative value of studies. What shall constitute the educational food?

It was in the search for an answer to this question that the reaction came from the too exclusive use of the formal studies in our schools to a larger adoption of the content studies. This revulsion of opinion resulted in the breaking up, to a great extent, of the prevailing course of study, followed by a confusion of ideas and a chaotic condition, just now assuming more harmonious form in the modern school curriculum. Defining this, it must be said that the spirit pervading the latest courses of study is undoubtedly scientific in tone. Go to nature for instruction is the injunction of the modern school; and, associated with the larger adoption of the nature studies in our schools, there has been shown a tendency to make the different subjects composing the school course bear the stamp of practical utility. This, among other things, threatens to supplant the study of the classics by the study of the modern languages, on the ground that a knowledge of these may be put to actual use.

In considering the claims of the classics for the maintenance of the place they now occupy in the school course, it must be conceded that the intrusion made upon these by the nature studies has had a wholesome effect, inasmuch as the change brought with it a change in the manner of thinking. It has breathed into our schools the scientific spirit—the spirit which does not rely solely upon authority for truth, but which investigates to discover for itself. But this change does not apply so much to the matter of thought as to the manner of thinking. The researches of Jacob Grimm were no less scientific than those of Darwin. The

scientific spirit which characterizes this age is not confined to the physical sciences alone, but relates to every sphere of intellectual activity. Since, therefore, this mode of thought shapes all instruction, it follows that any subject, before gaining admission to the school course, must bear the test of adaptability to a training of this kind. This being so, the classics must be placed in the balance with the physical sciences, and their respective merits in giving a scientific training weighed.

Before making a comparison of the relative worth of these branches of instruction, the aim with which the study of Latin should be pursued must be settled. One way of defining this is by stating what it is not. And, first, it is to be noted that Latin is not studied merely for the ability to read it. If so what advantage does the study of this language have over that of any other? The reading of the language is a means to an end, and not the end itself. And again, the study of Latin is not pursued for the one purpose of investigating the manners, customs and historical facts of ancient Rome. This is a very desirable result, but it is not the leading aim. If it were, a comparison of the results gotten from a three years course in Latin with the results gotten from six months study of some short Roman history would not argue well for the classics.

With what aim, then, is Latin studied in the schools of the present day? If the study of Latin is not pursued for either of the purposes just mentioned, then the only reasonable justification of its study must be in the effect it has in stimulating and elevating the intellectual processes, and the controlling aim must be the study of the Latin language as a department of science, with the view of understanding its facts and laws in the same manner as we would study botany or geology. If Latin is taught in this manner the class-room becomes a laboratory, in which the pupil is trained in habits of accuracy, and taught to generalize and classify.

Compared with the natural sciences, it would seem that the classics offer the best opportunity for a scientific training that can be given in the limited time allotted. To get the same results from the physical sciences in a laboratory that is gotten from the preparation of a chapter in Cæsar would require twice the time. And to this consideration is to be added the fact that most of the public schools have not the means with which to equip laboratories. But despite these seeming advantages of the classics over the

sciences, we all feel, and experience has taught, that any decrease in the amount of time now required by the sciences would injure the efficiency of the school course. All agree that a course of study is incomplete without both physical science and language. A question which more often arises is whether a portion of the time now devoted to the study of the classics should not be given to the modern languages—French and German. The change is most strongly urged by those who advocate what is known as the conversational method of teaching a language. That is, that "the way to learn to read a language is by reading it." French and German having been found the easier to learn in this way, and there being a greater demand for their use in this way, it is claimed that those studies should have devoted to them a portion of the time now devoted to the study of Latin.

In answer to this, it must be said that no one denies the merits of the conversational method in learning to read a language. But after a language has been learned in this way the new attainment is little more than an accomplishment and of comparatively no educational value. Glibness, in one tongue or many, may coexist with intellectual poverty. Fully ninety per cent. of the children who learn a foreign language will never need to put it into actual use. Unless there is a gain in mental vigor, the time spent on such a study is, in the majority of cases, lost, and there can be no such gain in the mere ability to translate from one language to another, which depends simply on a substitution of words. The real gain must come from the study of forms and constructions, the relations of the parts to the whole, so that the meaning of any passage of the language will not be gotten by a process of divination, but by a process of reasoning. The more complete a language is the better it is adapted to educational purposes.

In this respect Latin is incomparably superior to the modern languages. With terminations to express all the different shades of meaning, governed by laws which have their basis in the nature of things and in the nature of the mind, Latin can be made to yield its meaning without leaving the student involved in uncertainty and doubt.

Not only is Latin of more educational value as an independent study than either French or German, but it is also far superior to these as a companion study for English. The study is begun at about the time the pupil begins to feel the need of the Latin derivatives as a part of his vocabulary.

He is at an age when he should begin the study of the great English writers, and, since the thought and expression of these is largely shaped by a knowledge of the classics, Latin becomes an interpreter of a great deal in these which could not otherwise be understood. Much of English syntax has always been a puzzle, even to the best grammarians. There is no school book which more utterly fails of its purpose than the English grammar. The grammars of all languages, while they differ from each other in detail, exhibit substantial identity in general principles. When a pupil begins to deal with these matters it is important that he should begin with the grammar of that language which will give him the clearest general notions, and Latin, better than any other language, answers this purpose, because, as compared with other languages, it is complete. And consequent to the insight which the study of Latin gives to English syntax, is the power it gives over the English vocabulary. The translation of Latin into our own language is the most vigorous exercise possible in the correct use of English words. The relation, therefore, of Latin to English gives it a place in our schools which can be filled by no other language.

In conclusion, Latin must continue to occupy the place it now occupies in the public school course. Let it not be held in contempt because the nation that spoke it no longer exists. It survived that nation and told its wonderful story to after ages. It nursed the infancy of science, and handed many of her truths down through the centuries. Tracing back the development of modern politics, civil law and our moral ideas, we find the beginning of these embodied in Roman literature. The western world will always look with admiration to Rome as the inspirer of our western civilization.

This is an age of reckless activity and proneness to change, which often leads to failure. There is a tendency to fit boys and girls for the material pursuits of life which may result in neglect of the real education which aims at true manhood and womanhood. The public schools mark an important epoch in the lives of the individuals who attend them. They take the child at an age so young that former impressions may be obliterated, and they send him away so matured that what he is he will continue to be. The course, therefore, of the public schools should be solid and symmetrical, not planned to satisfy a purely utilitarian demand,

but to fulfil a moral purpose. Society maintains these schools and demands of them good citizens. This demand will be best satisfied by that course of study which widens the mental horizon and gives equipoise to mind and character.

A republic is a government of the spirit; a republic depends upon the self-control of each member; you cannot make a republic out of muscles and prairies and Rocky Mountains; republics are made of the spirit.—*Sidney Lanier*.

Literature, and How to Teach It.

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[Abstract of a lecture delivered Oct. 12, 1897, before the teachers of the Greensboro Graded School's.]

I. LITERATURE *vs.* HISTORY OF LITERATURE.

It is strange that these two totally dissimilar subjects should ever have been confused. That they *are* confused a moment's reflection will show. Ask a pupil what he is studying in the way of literature and he will reply, "We are studying Shaw's *English Literature*," or Pancoast's, or Arnold's, or Brooke's, as the case may be. Now these books are not literature; they are histories of literature. True literary taste cannot be developed by their aid. A botanist was never made by reading histories of botany; a mathematician was never trained by drill, however exhaustive, in the history of mathematics. Literature as history, as a development, has its place and an important one, but it should come late. It should follow (never precede) an intimate acquaintance with the spirit of literature as an art. Never put a history of literature into a child's hands until he has read widely, systematically, and appreciatively.

I know a man whose literary taste is of the first order and whose contributions to various periodicals have proved a delight to thousands of readers; but whose knowledge of the history and progressive development of literature would not serve to pass him into the freshman class of any respectable college. Doubtless you know many similar cases. They prove that literary culture does not mean literary information. What, then, does it mean?

II. THE FUNCTION OF LITERATURE.

No home, no neighborhood, no city, no state, is big enough or worthy enough to meet the demands,

or satisfy the cravings, or develop the potentialities, of the young heart and soul. The Greek word from which we derive *idiot* means a *stay-at-home*. Our word *homely* contains the same idea. Shakespeare sums up a profound truth when he says:

"Home-keeping youth have ever homely wits."

Now the function of literature is to give expansion, experience,—in a word, life. Travel is expensive and impracticable; but, even were it otherwise, travel is not what is needed. It is not space limits that circumscribe us; it is mental and esthetic limits. A man was once lying flat on the ground reading a book of poems. When asked what he was doing, he replied, "I'm traveling around the world." That is the sort of voyaging we must give our pupils. If their lives are dull and monotonous, we must give them *vicarious experience* through literature. The moulding influences of life come not from the things that are *seen*, but from the things that are *felt*.

A child may be reared in a hovel, but if he is nurtured on literary masterpieces (not histories of literature), he will be a citizen of the world, with broader vision, higher ideals, and wider sympathies than wealth and social position alone could possibly give him.

Do we, as teachers of literature, realize this? Do we bear constantly in mind that *assimilation* (not accumulation) is the very essence of literary instruction? The pupil will never be interested unless you are interested, and unless you show your interest. Talk about the scenes and characters in what you are reading as if they were real. Give beforehand all necessary biographical and historical information, so that the story or poem may be enjoyed uninterruptedly by the pupil. If you can make your pupils thrill over one passage of prose, or one line of poetry, you are a born teacher of literature.

Remember, too, that the imagination is the chief instrument in the interpretation as well as in the creation of literature. Whatever tends to develop the imagination of the pupil tends also to quicken his appreciation of literature. The imaginary, by the way, does not mean the unreal: the character of Hamlet is as real as that of Napoleon. The imaginary is opposed not to the real but to the *actual* on the one hand, to the *fantastic* on the other. A well trained imagination is a source of happiness hardly to be overrated, and there are few better ways of developing the constructive imagination

than by reading a portion of a thoroughly artistic story to the class and leaving them to write the denouement. You will find that while many of them possess fancy, few have more than the germs of imagination proper.

III. WHAT TO TEACH.

(a) Not standard literature *because* it is standard. Many English and American classics are wholly unsuited as texts for the class-room. Gray's *Elegy* and Bryant's *Thanatopsis*, for example, appeal to a range of feeling far beyond the children in our grammar schools. No healthy child loves to meditate on death; nor should he. And yet these two poems hold a place of honor in thousands of class-rooms to-day. Nathaniel Hawthorne seems to me a greatly overrated writer for young people. He strove valiantly to be a writer for the young; but there was not enough blood in his veins. He lacks movement. That subtle style of his, with all its grace and pliancy, is too deficient in vigor and directness to waken the dormant energies in the child's brain.

(b) Not the modern "juvenile literature" made to order. It requires genius to write a good book for children—good, I mean, in its imaginative appeal, good in its suggestiveness, good in its style, matter, and spirit. So much for the negative side.

(c) Above all, let your selections for reading be *interesting*. Shakespeare's remark

"No profit grows where is no pleasure ta'en"

is peculiarly true of literature. Your pupils may have arithmetic or geography drilled into them to some extent, whether they like it or not; but the esthetic appeal made by literature cannot be met in this way. You may drill *information* into the pupil's brain; you may force upon his mind and memory certain facts about literature, certain historical events and biographical details. But to appreciate literature, the pupil must *think through* it and *feel through* it; and this cannot be done unless the selection in itself is interesting.

(d) Mingle prose and poetry in equal parts. Poetry, however, makes the stronger appeal through its rhythm. The greatest masterpiece of every nation (Spain alone excepted) is a poem.

(e) Of the three great divisions of literary processes—narration, description, and exposition,—my experience has been that narration, whether in prose or verse, yields the best results. Let there be at least enough narration to dissolve and absorb the descriptive parts; for description, for its own

sake, is rarely interesting. Hawthorne seems often to forget this in his stories for the young.

The following works have stood the test of time and trial, and may be heartily commended for school use: Lamb's *Tales from Shakespeare*, Bunyan's *Pilgrim's Progress*, Church's *Story of the Iliad*, Æsop's *Fables*, Grimm's *Fairy Tales*, Scott's *Lady of the Lake*, De Foe's *Robinson Crusoe*, Wyss's *Swiss Family Robinson*, Cooper's *Last of the Mohicans*, Franklin's *Autobiography*. Stevenson's *Treasure Island*, Harris's *Uncle Remus*, Kipling's *Jungle Books*, Longfellow's *Hiawatha*, and Tennyson's *Enoch Arden*.

The Teaching of Geography.

SUPERINTENDENT E. P. MANGUM, WILSON, N. C.

"One radical defect in our educational methods has been the want of any effective discipline in habits of observation. I have long been convinced that an incalculable advantage would be gained, if something like the same care that is bestowed on taxing the powers of memory were given to the cultivation of accurate and rapid observation and inference. Geography offers admirable scope for this kind of training." —*Geikie*.

The educational value of geography has never been fully recognized. It is very doubtful if any study in the school curriculum surpasses geography in the means afforded for the development of the various powers of the mind. The mind can grow only by exercising its different powers. The greatest activity will be displayed where voluntary action finds its own reward. Interest is necessary to arouse voluntary activity, and true interest is taken, not in that which furnishes only amusement or entertainment, but in that which awakens desire and stimulates the powers to individual thought and effort.

Together with the progress made in teaching geography, many new text-books have been put before teachers and pupils. In the effort to avoid the "dry side" of the so-called "Old Geography," some of the more recent text-books have gone to the opposite extreme, and have substituted "Nature Stories," and "Stories of Life and Adventure" for facts which, sooner or later, must be learned by the pupil. The greater part of these "Nature Stories" should be taught, and, in many schools, is taught to pupils before they are capable of using a text-book.

It is a mistake to consider that the child knows

no geography when he first enters school. His daily rambles have taught him more true geography than he will learn in many weeks from a text-book, but he does not know it as "geography." The hills, the valleys, the streams, the trees, and all forms of vegetation around him; the sun, the moon, the stars; the rain, snow, dew, &c., and the influence of all of these upon the animal life and the life of man have never been brought before his mind under the name of "Geography," and, as a rule, when the child begins the study of geography he has no idea that it has any reference to this old earth upon which he moves, or to the natural forces which are in play on all sides of him.

This, then, is the teacher's first work in geography—to teach the child to know the phenomena of nature around him, to classify the geographical knowledge he already possesses, and to lead him to observe and to note relations, so that when a text-book is put into his hands he will be able to put live conceptions under the otherwise dead words of his book. This constitutes your "type study," this gives the child the power to see the same things on a larger and grander scale by means of his imagination, and in fact much of our geography must consist of what we know of this world by imagination alone.

These elementary lessons on geographical forms and features and facts should include lessons on "Distance and Direction." In connection with this work, let there be careful drill in map-drawing. The school-room, the school and its play ground, the school surroundings—all furnish excellent opportunities for teaching direction and distance, and the full meaning of arbitrary lines on a map. From the simplest plans of the school and the school locality, pass gradually into the surrounding district, and country at large. Thus the imagination of pupils is trained, and eventually they can realize the spherical form of the earth, and comprehend and interpret the meaning of the lines upon the map and the globe.

By this time pupils will be prepared to take up a text-book. It is useless as well as wrong to lead them to believe that geography is a mere compilation of pretty stories, full of pleasure, devoid of solid matter, and free from difficulties. At the same time it is wrong to keep only the difficult side before the pupil's mind, causing him to fear and to dread. Strength of mind is obtained by mastering difficulties, but the difficulties presented should not be greater than the child can overcome.

Hence I would avoid any book that shuns all points which require individual effort and research. A true text-book on geography, as on any science, however elementary, must be more or less technical. The power to interpret these technical terms, &c., should be developed by the elementary lessons preceding the actual study of the book. Again, geographies are written for all sections, and no one is expected thoroughly to master, in the study of a book, all the particulars laid down on all subjects.

Having grasped the fact that they are living on a huge ball or globe, the pupils will naturally be led to locate the position of their country upon the surface of the earth, and to fix its geographical relations to other countries. This gives a general working knowledge of the world as a whole, without entering into details. No one will deny the advantage of such knowledge just at this stage in the child's school life.

Having located the "Fatherland" it should be treated with considerable fulness of detail, with special attention to that section and even to that state in which the pupils live. The knowledge obtained by the careful study of their own country will enable pupils to move forward to the consideration and comprehension of other regions of the globe.

As to the order in which these other countries are to be studied there are many opinions. A teacher must remember, however, that a book is to be *used*, not blindly followed. For us it would appear that Europe should follow immediately after the study of North America, even though we give it but a brief, general notice. Our historical connection with the "Old World" calls for some knowledge of Europe before our histories can be appreciated.* We are teaching geography not merely for what it contains in itself, but for the vast influence it bears upon literature, history and science, and upon the commercial and industrial life of the world. This being true, and it also being true that the majority of our pupils are with us but a comparatively short while, it is our duty to do for them the most possible good while we have them with us.

*Special attention should be given to the British Isles, and the counties of England should be taught with the same care that our states are taught. More than half the history and literature read by the child later will depend on a knowledge of English Geography for its full understanding.—ED.

Elementary Arithmetic.

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Fifth Step.

Having mastered the thirty-six facts of addition in the manner briefly outlined in the January number of this journal, the next step consists merely in the application of those facts in the solution of problems of addition, subtraction and comparison, or problems of difference. These will also give practice in counting and writing by tens, and will fix the process in mind. The problems should be as practical as possible, dealing with things and conditions familiar to the children rather than going beyond their experience or the powers of their imagination, which last is conditioned upon experience. But it is not necessary that problems should be confined to numbers less than 100, or even to numbers less than 1,000. The modern practice of confining the operations in arithmetic to such small numbers for so long a time has grown out of a false method of teaching. If children have learned to count and write by tens, and have had sufficient practice in counting objects, there is no reason why they may not deal with thousands as easily as with tens and hundreds. That which is most important is, that a sufficient number of problems shall be given to cause the children to thoroughly master these processes before advancing to multiplication and division. Only weakness can come from the confusion of many half-known things.

A few problems will illustrate this step.

There are 356 splints in one pile, 842 in another, 697 in a third, and 389 in a fourth; how many in the four groups? Write the numbers thus:

$$\left. \begin{array}{r} 356 \\ 842 \\ 697 \\ 389 \end{array} \right\} = 2284.$$

The first number contains three hundreds, five tens, six ones; and so for the following numbers. Nine ones, seven ones, two ones and six ones are twenty-four ones—two tens and four ones. Eight tens, nine tens, four tens, five tens, and two tens, just made from the ones, are twenty-eight tens—two hundreds and eight tens. Three hundreds, six hundreds, eight hundreds, three hundreds, and two hundreds, just made from the tens, are twenty-two hundreds—two thousands and two hundreds. So we have two thousands, two hundreds, eight

tens and four ones, which may be written on the opposite side of the equation. Follow this with many similar problems.

From a pile of 6429 splints I wish to take 2846 splints.. Write thus:

$$\begin{array}{r} 6429 \\ -2846 \\ \hline \end{array} \} = 3583.$$

Here we have six thousands (six groups with a thousand in a group), four hundreds, two tens and nine ones, from which we are to take two thousands, eight hundreds, four tens and six ones. Six ones from nine ones leave three ones. Four tens cannot be taken from two tens. One of the hundreds must be broken into tens. We then have twelve tens. Twelve tens less four tens are eight tens. Eight hundreds cannot be taken from three hundreds. So we must break one of the thousands into hundreds. We then have thirteen hundreds. Thirteen hundreds less eight hundreds are five hundreds. Five thousands less two thousands are three thousands. These are written in their proper order in the second part of the equation.

There are 5682 splints in one pile, 2795 in another. Write thus:

$$\begin{array}{r} 5682 \\ >2795 \\ \hline \end{array} \} = 2917.$$

Two ones are not so much as five ones. So one of the tens must be broken into ones, making twelve ones. The difference between twelve ones and five ones is seven ones. The difference between seven tens and six tens is one ten. Break one of the thousands into hundreds, making sixteen hundreds. The difference between sixteen hundreds and seven hundreds is nine hundreds. The difference between four thousands and two thousands is two thousands. Write these differences in their proper order in the second part of the equation. This is not the same as finding a remainder, and should not now be treated in the same way.

Sixth Step.

This step consists in learning the thirty-six facts of multiplication on which depend multiplication, division, fractional parts and ratio. Proceed as follows:

* * Two two's are four. Four is two two's.
 * * One-half of four is two. Two is one-half of four.
 * * Three two's are six. This is the primary fact to be learned. From it follows: six is three two's, one-third of six is two, two-thirds of six is four, two is one-third of six,

four is two-thirds of six. $3 \times 2 = 6$, $6 = 3 \times 2$, $\frac{1}{3}$ of $6 = 2$, $\frac{2}{3}$ of $6 = 4$, $2 = \frac{1}{2}$ of 6 , $4 = \frac{2}{3}$ of 6 .

Look at the group in the opposite direction and we have two threes. So two threes are six. From which follows: $6 = 2 \times 3$, $\frac{1}{2}$ of $6 = 3$, $3 = \frac{1}{3}$ of 6 .

* *	$4 \times 2 = 8$.	* Primary fact of multiplication..
* *	$8 = 4 \times 2$.	Secondary fact of division.
* *	$\frac{1}{4}$ of $8 = 2$.	} Secondary facts of fractional parts.
* *	$\frac{2}{4}$ of $8 = 4$.	
* *	$\frac{3}{4}$ of $8 = 6$.	
	$2 = \frac{1}{4}$ of 8 .	} Secondary facts of ratio.
	$4 = \frac{2}{4}$ of 8 .	
	$6 = \frac{3}{4}$ of 8 .	

Looked at in the opposite direction, we have $2 \times 4 = 8$, (two fours are eight), second primary fact, from which follows: $8 = 2 \times 4$, (eight is two fours), $\frac{1}{2}$ of $8 = 4$, $4 = \frac{1}{2}$ of 8 .

* *	$5 \times 2 = 10$.	$2 \times 5 = 10$.
* *	$10 = 5 \times 2$.	$10 = 2 \times 5$.
* *	$\frac{1}{5}$ of $10 = 2$.	$\frac{1}{2}$ of $10 = 5$.
* *	$\frac{2}{5}$ of $10 = 4$, etc.	$5 = \frac{1}{2}$ of 10 .
* *	$2 = \frac{1}{5}$ of 10 .	
	$4 = \frac{2}{5}$ of 10 , etc.	

So treat six twos—

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Seven twos—

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Eight twos—

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Nine twos—

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(Two tens are already known, and ten twos are the same.)

Three threes—

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Four threes—

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Five threes—

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Six threes—

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Nine threes—

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*The number of groups is written before the X, the number in each group after it.

Four fours—

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Five fours—

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Eight fours—

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Nine fours—

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Five fives, six fives, seven fives, eight fives, nine fives; six sixes, seven sixes, eight sixes, nine sixes; seven sevens, eight sevens, nine sevens; eight eights, nine eights; nine nines—each should be treated in the same manner. In each case let children discover the primary facts by counting the marks, and then let them state all the secondary facts which follow. In eight nines there are:

$8 \times 9 = 72$. Primary fact.
 $72 = 8 \times 9$.

$\frac{1}{9}$ of 72=9.
 $\frac{2}{9}$ of 72=18.
 $\frac{3}{9}$ of 72=27.
 $\frac{4}{9}$ of 72=36.
 $\frac{5}{9}$ of 72=45.
 $\frac{6}{9}$ of 72=54.
 $\frac{7}{9}$ of 72=63.

$9 = \frac{1}{9}$ of 72.
 $18 = \frac{2}{9}$ of 72.
 $24 = \frac{3}{9}$ of 72.
 $36 = \frac{4}{9}$ of 72.
 $45 = \frac{5}{9}$ of 72.
 $54 = \frac{6}{9}$ of 72.
 $63 = \frac{7}{9}$ of 72.

$9 \times 8 = 72$. Secondary primary fact.
 $72 = 9 \times 8$.

$\frac{1}{8}$ of 72=9.
 $\frac{2}{8}$ of 72=16.
 $\frac{3}{8}$ of 72=24.
 $\frac{4}{8}$ of 72=32.
 $\frac{5}{8}$ of 72=40.
 $\frac{6}{8}$ of 72=48.
 $\frac{7}{8}$ of 72=56.
 $\frac{8}{8}$ of 72=64.

$8 = \frac{1}{8}$ of 72.
 $16 = \frac{2}{8}$ of 72.
 $24 = \frac{3}{8}$ of 72.
 $32 = \frac{4}{8}$ of 72.
 $40 = \frac{5}{8}$ of 72.
 $48 = \frac{6}{8}$ of 72.
 $56 = \frac{7}{8}$ of 72.
 $63 = \frac{8}{8}$ of 72.

Children should see (visualize) the equal groups which are combined to make the larger number, and the smaller groups into which the larger number is again divided. Getting fractional parts and finding ratios are then only a counting of groups. It will easily be seen how this makes every lesson a perfect review of all that have preceded it. Not more than one of these thirty-six facts with its attendant secondary facts should be attempted in any one lesson. With every lesson should be given a large number of problems affording immediate and easy application of the facts learned. These should include problems in denominate numbers, converting pints into quarts, yards into feet, gallons into quarts etc.; also problems in mensuration of lines, surfaces and solids.

To do this work well—so that it may be known thoroughly, giving sure power for all work depending upon it—will require the greater part of the third year in school, for the average child. But when it has once been well done the mastery of arithmetic becomes quite easy.

It should not be necessary to say here that every week during this year lessons should be given in addition, subtraction and comparison, so that nothing may be forgotten.

Parents and Teachers.

MISS JENNIE GRAY, ASHEVILLE CITY SCHOOLS.

[The following paper was read before the Asheville Paidology Club, at a recent meeting, and was afterwards published in the Asheville *Gazette*. It is republished here because it treats an important subject, which should receive more consideration than it now receives, both from parents and from teachers.]

If we as a nation ever expect to reach the lofty ideal of the founders of this republic, there must exist a closer bond of sympathy between the school-room and the home. Could this Utopian condition of affairs ever become firmly established in our country, the world would see a people far surpassing all ancient or modern humanity. No product of the pen, the brush, or the chisel can yield the keen enjoyment one feels on meeting a well-balanced, intellectual and cultured man or woman; the result of combined intelligence on the part of parent and teacher. You ask, How is this much desired condition of affairs to be attained?

I answer; first, both parents should, if possible, at least once a year, meet the teacher and talk over the school work; and second, both parents and instructors should have a clear idea of the child's peculiar capabilities, weaknesses, virtues and faults—the parents, of the traits observed in the school-room; and the teacher, of those more prominent in the home. This exchange of opinion is essential, as a means of bringing the environment of home and school into juxtaposition, and because the good and evil traits are likely to vary under different influences.

From the time the little one first leaves mother and enters the wonderful world of the school-room until he stands with his class to receive the diploma of high school or college he should be taught to respect, and, if possible, love his instructors. No tales should be allowed and no complaints

credited, at least in the presence of the child, until the teacher has been seen, and an investigation made. If this system were rigorously adhered to by parents, the veracity of our people would not so frequently be questioned by foreigners. The majority of children like to tell their own story, and, if they know that the sympathy of parents is always with them, the tale is colored to suit the occasion. If there are any opinions opposed to either the method of instruction or the manner of discipline, the wise parent will never permit the child to suspect it, but will discuss with the teacher at once the subject under disapproval; and if both are sensible and unprejudiced, the progress of the child will not be retarded, but in most instances forwarded.

Judging from experience, the chief diverging points of opinion between parents and teachers are similar to those arising between skilled and unskilled labor. As a rule, the teacher has spent months, perhaps years, in fitting himself for his profession. He has studied the writings of the great pedagogical reformers, and become conversant with the methods of the past and the present. He has attended able lectures on physiology and pedagogy. He has, willingly or unwillingly, been obliged to become more or less intimately acquainted with child life, and, if he has taught for any length of time, the experience gathered is much greater than that of a parent, whose knowledge is limited to the family training of a few, those few bearing his own inherited traits.

Well equipped, then, as a first-class teacher is to develop and strengthen the nature of the child, a parent should be slow to disparage or undo the work, but quick to lend advice and counsel. The school and home are two different institutions, working toward the same end, and to arrive at the best results, there should be perfect confidence and concord.

From a teacher's point of view "The Co-operation of Parents and Teachers" permits of classification. We have, first, sincere co-operation, where the parents unite frankly and honestly with all the teacher's efforts, but never offer suggestions; second, intelligent co-operation, where there is ability to comprehend the work, but there is such a degree of prejudice and ill-will that this very intelligence is a drawback; and, last, sincere, intelligent co-operation, with its ever faithful, sympathetic, able support, inspiring teacher and pupil, alike, to put forth their best efforts.

It is frequently a question with teachers whether parents fully realize the responsibility of their great trust. It would seem that if they fully comprehended it, they would permit nothing to stand between the child and its teacher. There never was an incorrigible boy or girl in any school that could not have been saved by earnest and timely co-operation on the part of his or her trainers. It is shiftlessness, indifference, laziness, and cowardice more than ignorance on the part of parents that has filled the world with failures. If the teacher be weak and inexperienced, all the greater reason for vigilance on the part of a parent. Many a competent teacher can look back gratefully to the earnest support and loving sympathy of some faithful parent, who, by suggestion and commendation, encouraged him to continue in his chosen work.

I have sometimes thought that in the primary and intermediate grades of our public schools it would be well for teachers once or twice a year to give a reception to parents. In this way an interest could be aroused, and parents brought into closer touch with the work. Most teachers pay no visits except in case of sickness, or to consult about unruly children; so receptions conducted in a simple manner would appeal to many parents, and be fruitful of good results. Our school-rooms will never be model ones, our teachers never thoroughly aroused to their best, our children never approach a high ideal until this unity—this oneness of purpose—can be brought about between parents and instructors.

The great Chancellor Kent has said, "The parent who sends his son into the world uneducated defrauds the community of a useful citizen and bequeaths to it a nuisance." Parents, the children of our land must take your places; you must one day step aside. Shall the youth of to-day fill a lower sphere than you, or a higher? Shall they become useful citizens and a credit to the nation, or a nuisance and a drag upon their fatherland? Parents, the decree is in your keeping—the future of a republic rests on your decision.

The rain comes when the wind calls,

The river knows the way to the sea;
Without a pilot it runs and falls,

Blessing all lands with its charity;

The sea tosses and foams to find

Its way up to the cloud and wind.

—*Ralph Waldo Emerson.*

The Care of the Eyes of School Children.

RICHARD H. LEWIS, M. D., RALEIGH, N. C.

Of all the special senses, that of sight is by far the most important to the welfare of the individual, and, in general estimation, to his happiness as well. The preservation, therefore, of this most precious sense in its perfection should receive thoughtful attention from all those who are in any way responsible for the care and management of their fellow beings. Inasmuch as the teacher has the immediate oversight and control of nearly the entire population for a large part of the time during that period of life when the eye is most liable to damage from preventable causes, which causes are incidental to the work done under his supervision, it is manifest that upon him above all others rests this responsibility. The object of this paper is to make as plain as may be possible in dealing with a technical subject how he can best perform his duty in this respect. In order to have an intelligent appreciation of the best method of caring for an organ it is necessary to have some idea of its structure and workings, or functions, and so I shall lay the foundation for the practical part that is to follow by giving, as simply as possible, the essential features of the eye as the organ of vision.

The eye is, roughly speaking, a globe a trifle less, as a rule, than an inch in diameter, the walls of which are composed of three layers lying upon one another like those of an onion, and the cavity of which is filled with three perfectly transparent fluids or humors. The outermost of the three coats is called the sclerotic, from a Greek word meaning hard. It is white, opaque and very tough. It is the skeleton of the eye and preserves its shape, at the same time by its strength and toughness protecting from injury the extremely delicate structures it encloses. It is "the white of the eye." This white coat does not cover the entire ball, but in front there is an opening equal in area to about one-sixth of the whole surface. This opening is filled in with a transparent structure known as the cornea, which is set in the white coat very much like a watch crystal is set in its rim. The middle coat, the choroid, is composed chiefly of blood vessels for nourishing the other structures, and a kind of dark pigment, which is an element in the visual process. Intimately connected with the choroid, though an entirely different structure, is the iris (rainbow), the beautiful, many colored cir-

cular curtain, with a round opening near its center, the pupil, which hangs suspended from the junction of the sclerotic and cornea. The pupil, or window through which we see, varies in size according to the amount of light, automatically regulating the amount that falls upon the sensitive retina which is the innermost and most important of the three coats. The retina is an extremely delicate and complex structure, and is *par excellence* the organ of vision. It may be compared to the telegraph instrument which is connected with the central office, the brain, by means of the fibres of the optic nerve, the conducting wires.

Of the three humors filling the hollow of the ball, the only one of practical interest to us in this connection is the crystalline. This is an extremely elastic semi-solid enclosed in a little sac or bag, the capsule. Of the shape of a double convex lens, it hangs suspended just behind the iris, touching it at the pupillary border. Surrounding the edge of the lens is a circular muscle, the ciliary, or muscle of accommodation, which regulates the amount of the convexity of the lens, thereby adjusting its focus of light from objects at different distances.

The eye is moved in different directions—up, down, out, in—by four recti, or straight muscles, and rotated on its axis by two oblique. Of these, only the internal recti, which converge the two eyes on near objects, as in reading, etc., are of special interest to us.

Optically considered, the eye is admirably illustrated by the camera of the photographer, with which many of my readers are doubtless familiar. The double convex lens which focuses the light from the object to be photographed, thereby making a distinct picture of it on the sensitive plate, just as the lens of the eye does upon the retina; the perforated disc, the iris; the sensitive plate, the retina; and the adjusting screw which regulates the focus, the muscle of accommodation. In the camera, when the ground-glass plate at the back, on which the operator brings out a clear and sharply defined image of the object to be photographed before he substitutes for it the plate covered with chemicals sensitive to light, is out of focus—too near to or too far from the lens—thereby blurring the image, he change its position by turning the adjusting screw until the plate is precisely at the focus. In the eye, the distance between the lens and the retina is fixed, and the latter cannot be moved to and fro to find the focus, so another method must be employed. That method consists in a change in the

convexity of the crystalline lens, which, owing to the optical fact that the more convex a lens the shorter its focus, and *vice versa*, accomplishes the same end by putting the focus exactly on the retina. This is done by the varying contractions and relaxations of the ciliary muscle which thus accommodates or adjusts the eye.

The essential difference between the two methods, as bearing on our subject, is that in the one case it is a mechanical process, while in the other it is a vital one. Brass and steel never get tired but muscles always do, if overworked. And right here is the trouble in most weak eyes—the overstraining from one cause or another of this little muscle of accommodation. Let us see how it can be overstrained. In the normal eye, the retina is exactly at the focus of parallel rays of light, which is synonymous with rays of light from distant objects. So that when we look at distant objects the muscle of accommodation and those of convergence, the internal straight muscles of the two eyes, are completely relaxed—at rest—just as the muscles of our body are when we are lying down—we see without effort. The nearer the object is brought to the eye the more divergent are the rays of light, the farther from the lens and, therefore, the farther behind the retina, whose position is fixed, is the focus, and the greater the effort required of the muscle of accommodation, to sufficiently increase the convexity of the lens and shorten the focus up to the retina and make a distinct picture of the object, until, finally, the limit of the muscle's power is reached, and we can no longer see clearly. The nearer, also, the object the greater the effort required of the muscles of convergence, which act *pari passu* with the muscles of accommodation, to keep both eyes fixed on the object, and they, too, are strained by too close an approximation of the object. Try reading a few minutes at the very nearest point you can see distinctly, and you will obtain a practical demonstration of eye-strain. But all eyes are not normal. Some are too short—the far-sighted eye—and the focus for all rays is behind the retina, and even distant vision requires an accommodation effort. Some are too long—the near-sighted eye—in which a clear image can be made on the retina only by bringing the object sufficiently near, by making the rays sufficiently divergent to put the focus on the retina. Then there are other eyes whose curvatures are irregular, in which lines at right angles to each other can never be brought to a focus on

the retina at the same time. When the horizontal lines of the object, for example, are distinct the vertical are blurred, and when the eye is adjusted for the vertical, the horizontal become correspondingly indistinct. Consequently, such an eye can never, through any inherent power of its own, see clearly any object, either far or near. This error is called astigmatism, and is the most troublesome and annoying of all, being an extremely common cause of headache and other nervous symptoms.

From what has been said, it is clear that the muscle of accommodation is strained in the normal eye if the book is held too close; that in the far sighted eye this strain is still greater, because such an eye has to use a part of its adjusting power for distance, and therefore has less than the normal amount of power of adjustment for near objects in proportion to the degree of the error—the shortness of the eye from before backward; that in the near-sighted eye the muscles of convergence are strained, owing to the necessity for approximating the object too near; and the astigmatic eye, from the attempt of the little muscle, on all occasions, to do two things at the same time, or as nearly at the same as possible. Operating under such unfavorable conditions, the astigmatic eye is easily fatigued by continuous work of any kind, as in sight-seeing, reading or sewing.

Having paved the way for an intelligent appreciation of it, we are now prepared for the statement that the main thing in the practical care of the eyes of school children is to prevent too close an approximation of the book to the eye. It should be held at least ten inches from the eye. How is this to be done? By removing the causes of it. What are the causes? (1) Insufficient light. Every one knows that in a dim light we must hold a small object closer to the eye than in a bright light. (2) Small or bad print. (3) Faulty arrangement of seats and desks—such a proportion between the heights of the two as to make the desk relatively too high, thereby, pushing the book up under the child's nose, no matter how erect he may sit. Seats without proper backs, compelling the child for want of support to rest himself by leaning on the desk. (4) Improper position in writing, which not only brings the paper too close to the eyes, but puts a further strain upon the external muscles, which direct and fix the eyes upon the object, by causing the writer to look obliquely instead of straight ahead and slightly downward—the natural direction. On this account, as well as because an

erect position of the body is a necessity—not to mention other advantages—the vertical system of writing is to be highly commended: The above enumerated causes act upon all eyes, but with most effect upon defective eyes, which see with more or less difficulty, at best.

What is the effect of this strain upon the eyes? Whenever any organ is required to do an unusual amount of work, nature provides the extra power needed by sending more blood to it. So the over-strained eye is in a state of congestion, and often aches from the pressure of the blood. But the discomfort is not the greatest trouble. The nutrition of the eye is impaired by the irregularity in the circulation, the retina becomes irritable and sensitive, and often the other coats become softened and the ball being squeezed laterally by the excessive convergence, these coats gradually give way behind, and the ball becomes elongated.

It is in this way near-sightedness originates and is increased in degree. Children are not born near-sighted, but become so in the early years of their school life when their tissues, including, of course, those of the eye, are soft and plastic. Investigations on this line show that the proportion of near-sighted in some of the large schools, particularly in Germany, varies from 1 or 2 per cent. in the first grade, to 60 per cent. or more in the highest. The variation is not usually so great, but there is a marked increase as school life progresses. The darker the school houses the greater the percentage of near-sightedness. The popular idea, that near-sighted eyes are strong eyes is an error; they are often weak, and not infrequently diseased—blindness occasionally being the final result in the worst forms.

Strain of any kind can be better borne by the strong and vigorous than by the feeble and delicate, and it should be kept in mind that anything that lowers the vital powers will react unfavorably upon the eye, as well as upon the other organs of the body. Nothing is more important to a proper performance of the vital processes than a full supply of oxygen, plenty of fresh air. Children suffer greatly in this respect in our over-crowded school-rooms heated by a close stove. So, in caring for the eyes, do not forget the proper ventilation of the school-room.

But most important of all to the eye is the proper lighting of the school-room. The aggregate amount of window space should not be less than 25 per cent. of the floor space; $33\frac{1}{3}$ would be

better. The windows should be high, reaching nearly to the ceiling, and located on the left side and behind, the wall in front of the pupils being always without openings—a dead wall.

In conclusion, I beg to suggest to all teachers the advisability of testing* both the sight and hearing of each pupil upon admission, assigning those with defective sight to the seats nearest the windows, and those with defective hearing to the seats nearest the teacher. By doing this many a child would not only be enabled to do better work, but would also be saved the pain caused by unjust and undeserved reproaches.

* The State Board of Health has had it in mind to distribute test types with instructions to all our schools, but the appropriation has been too small to permit the expenditure necessary.

Moral Character as a Factor in Granting the Teacher's Certificate.

[Condensed from J. W. Bailey's speech before the County Supervisors.]

You have heard to-day the discussions of some important phases of your work; you will hear others when I have taken my seat. But as I see it, the subject assigned me transcends all others. For though you have an infinite fund of money, and your schools run all the year round in reach of every child, and your teachers be learned as sages, our public school system will nevertheless be a curse upon us, unless the teachers are men and women of moral character, and make it their chiefest ambition to implant moral principles in their pupils.

Our state is a moral institution. North Carolina was not founded upon the theory that its voters should all be able to read and write; for it was founded in a day when this was undreamed of,—and though it is dreamed of now, it is yet only a dream—please God, may it soon be realized. But our commonwealth was founded upon the theory that her citizens were, and ever should be, men of moral character; for it would have been the height of wild folly to deliberately entrust the destiny and the power of a great state into immoral hands. So, therefore, our state is a moral institution, in that its foundation rests upon the morality of the people of whom it consists and by whom it has its being. It is, moreover, a moral institution in that its governing principle is a moral one—that of equal and exact justice to all men. For should you require of me a definition of morality, I would answer that morality is that principle, or system of

principles. in a man that impels him to seek justice—that is,—right, for all his fellow-men.

I can conceive how an absolute monarchy might sustain itself for a considerable time notwithstanding the immorality of its people; a king may rule by the terribleness of his sceptre. But even then the king must lay the foundation of his throne upon moral character, else in due season his sceptre will reap destruction. Trace any line of history you choose, and you will find one thesis writ large in letters of fire and blood, and that is, that no nation can endure except it be founded in moral character. When Israel forgot Sinai, God's own kingly line fell into servitude. Babylon with all her splendor, Persia with all her glory, Greece with all her culture, Rome with all her world conquering power, and the empire of the mighty Napoleon, have passed like troubled dreams from the face of the earth, because deep down in their sources of life there were no springs of moral character, either for the people or for their rulers. If culture could preserve a nation, the son of Greece had never set; if transcendent power were the essential of empire, Rome would still be mistress of the world; if mighty genius could make a nation, Napoleon had not died on St. Helena; if the favor of the Almighty could insure the preservation of the people, Miriam's harp had not been hanging on the willow tree all these centuries, Israel had not been scattered to the four winds of heaven. But it is not culture, it is not might, it is not genius, and it is not God's favor—it is, and is eternally, moral character in the nation, in its rulers or its people, that makes it strong to endure all the battering storms of political existence throughout all the trying tide of time.

True of monarchies, true of the past, a thousand-fold more essentially true is this thesis with respect to free countries in which the people rule, and of the present and of the future. And the truth comes home to us, that North Carolina is a free country, of self-governing citizens; the truth comes home to us, that the sovereign of our commonwealth is yonder citizen with ballot in hand. He is Cæsar, and if he fails, then has failed the last hope of free government. I say, in all soberness, that when our people depart from the principle of equal and exact justice to all men, which is the noblest expression of individual and national morality, government of the people, by the people and for the people is doomed to perish from the earth. Our nation is young yet; the testing crisis is in the future, and I

am not so blinded with the achievements of our first century, nor so unmindful of present conditions, as not to believe that that future is near at hand, and to tremble at the prospect.

Shall the people of North Carolina be men and women of moral character? Shall our commonwealth abide in the faith of the fathers; shall our state continue to do equal and exact justice by all men? Shall North Carolina endure a grand commonwealth of noble freemen? I ask you, supervisors, because the answer to the question rests not lightly upon those who have charge over the schools of the children to-day, the citizens who shall to-morrow stand with ballots in hand as makers and rulers of our state. I ask you, supervisors, because the only hope of morality in thousands of our citizens-to-be rests in the moral character of the men and women to whom you shall grant certificates to teach in our public schools.

I am not unaware that there is some hope in the Sunday-schools, but I know that less than one-third of all the host of our six hundred thousand children are reached by these schools, and they inadequately. I do not underestimate the value of our private schools, but I must confront the fact that of all this rising host of citizens less than ten per cent are reached by these institutions. I thank God for the great influence of the churches which adorn our state, but I cannot be unmindful that our preachers preach to men and women, not to children, and that they do this for the most part only twelve times a year. I take courage for the hope there is in thousands of our homes, but you know too well that there are thousands and tens of thousands of homes in which there is no ground for such hope—many in the cities and towns, many around the factories so rapidly increasing, and many out in the backwoods, away from the railroads and the newspapers and the touch of the world, out yonder where the heart of North Carolina is.

I have shown to you the absolute essentiality of moral character to enduring government. I have shown to you that there is no hope of moral character in many of our future citizens save in the teachers in our public schools. I would to God that I could drive home to our hearts to-night this one conviction, that unless you withhold your certificates from charlatans, weaklings and scoundrels; unless you choose for teachers men and women of strong moral characters, there is for many no hope at all, and the very foundations of our state are

threatened. There is no way of obtaining teachers of moral character by examinations, but there is a way of selecting them by knowledge of men, and it is your duty to use this knowledge in granting your certificates. If the president of the greatest university should stand a perfect examination before you, and you should know he was without moral character, in the name of all you hold sacred, you should refuse him your certificate. And as for the supervisor who is moved in this matter by political motives, he is a traitor to his trust, to the children, to his state, and a shame upon his Creator.

You cannot teach the children morality out of text-books. I wouldn't give a peanut for a text-book of morality in the hands of an immoral teacher. All depends upon the teacher. One's character is determined by the environment of his childhood and youth. Heredity is powerful to assert, but environment declares and determines. As the physician can nurture the child out of the weakness which has been inherited, as the surgeon can straighten the twisted joint, even so the teacher can nurture the mind out of its weakness, and cure the conscience of its immoral taint. If the teacher is true, all well; but if the teacher is weak or false, he can damn the children to a degradation of heart and conscience which will be aggravated, instead of alleviated, by the learning they receive. Oh, it is a critical mement when a child begins school!

"God made men before he made books." The child in the school studies the teacher more than he studies arithmetic, language or geography. It is a thousand times more important that the child learn the right things of his teacher than that he learn anything from his books. I would rather have a million illiterate moral citizens to constitute the body politic of my state than one thousand immoral sages. It is character, not learning, that makes a nation strong and great. It is character that the child receives from the teacher; it is only learning that is gotten from the text-books.

Yours is the responsibility, supervisors. If a man or woman of weak moral character is teaching in our county schools, it is your fault. If, by the influence of that teacher, the character of one child is injured instead of improved, the curse be upon you; for it was yours to prevent. You are the guardians of the children of North Carolina; you are the stewards of the state's most precious treasure.

I am no dreamer, but I believe in visions. I

have a vision of my North Carolina. It is not of her matchless resources. I am content to let them await the inevitable fruition of time. It is not of her gracious rivers rolling their mighty waters unused, but not wasted, into the Atlantic. I am content with their beauty as they are. It is not of her mountains so rich in mineral wealth, so marvellous in their majesty. I am content that I may stand upon their heights sometimes and breathe the incense of heaven, and worship God in the grandeur of his tabernacle. No, no, it is not of North Carolina's material blessings. My vision is of her children to-day, herself to-morrow. I hope to live to see the day when no longer shall her children cry for schools, when no longer shall her school-houses be closed forty weeks in the year, when no longer shall the minds of her children be sacrificed upon the altars of prejudice, politics and poverty; when we shall no longer be content with any but teachers of unquestionable moral character, and then I shall be content to depart without entering, but having seen the era in which each rising sun that kisses our eastern waters shall grow brighter, and each setting sun shall smile as it sinks to rest beyond Mitchell's lofty peak, beholding a race of men and women, "diviner but still human, solving the riddle old, shaping the age of gold," who serve each other as brothers, seeking the common good of all, equal and exact justice between man and man. I look upon the four months' public schools, and a shadow seems to come over me; I look upon the teachers, and I yearn to tell them what destiny hangs upon them; I look upon you, supervisors, and my tongue fails me to express my feeling. For my heart tell me that in these schools and therefore, in you, rests much of the hope of my vision. Please God, may it come true.

Weep for the dead,
For light hath failed him;
And weep for a fool,
For understanding hath failed him;

Weep more sweetly for the dead,
Because he hath found rest;
But the life of the fool
Is worse than death.

Seven days are the days of mourning for the dead:
But for a fool and an ungodly man, all the days of his life.

—*Jesus the Son of Sirach.*

The Four University Marys.

DR. KEMP P. BATTLE, UNIVERSITY OF NORTH CAROLINA.

When our Savior moved upon the earth in His beneficent mission, there were four women intimately associated with Him and His work. Foremost was the mother of His humanity, the Virgin Mary. With her was her sister, the same whose character may be discerned in the steadfastness and loveliness of her sons, the Apostles James and John. Related to Him by no earthly ties of kinship, but bound by cords of deepest gratitude for special blessings, were Mary of Magdalene, rejoicing in her deliverance from the seven-fold shackles of madness, and lastly Mary of Bethany, whose only brother, weeping in tenderest pity, He had released from the thrice seven-fold chains of death.

These four Marys were among His earliest disciples. They listened to and obeyed His teachings, cheered His wearied humanity by their loving ministrations as He journeyed over the hills and valleys of Palestine, watched with tearful sympathy His sufferings on the cross, and, not at first realizing His divine nature, sought to render to his mangled body the last offices of reverential love.

Among the numberless words of wisdom heard by these saintly women from the lips of their Master was the doctrine, in that age new and startling, yet of far-reaching import, that the true credentials of citizenship in the Heavenly Kingdom are not loud professions of sanctity, nor ostentatious prayers and alms, nor selfish segregations from the world, but the taking His words into the heart, and that divine Love thus resulting which leads to outward works of active beneficence.

That Master no longer in bodily form walks upon the earth, but in spirit He is with us still. And His glorious teachings recorded by the Evangelists, are with ever-living potency, sounding through the world, ready to incite to deeds of charity all in the realms of Christendom who will to their true meaning open the doors of their hearts and minds.

These words were heard and heeded by the four Marys of the University. I am perhaps the only person in the world who had the privilege of personal acquaintance with all these excellent ladies. Mary Ruffin Smith, of Orange, was for years a frequent inmate of my father's home and then of my

own. Mary Ann Smith, of Raleigh, was a member of my church, and I was thrown with her in the conduct of its charities. From boyhood I was filled with admiration of the graceful and gracious manners of the lovely Mary Shepherd Bryan, afterwards Mrs. Speight, one of the bright ornaments of the capital city, for many years my home. For the last ten years of her life I was a frequent visitor at the dwelling of Mary Elizabeth Mason and her husband. My testimony as to the virtues of all has no element of hearsay.

It would be a pleasing task to detail separately the traits of character of these good women, but the space is not at my command. They were, according to their lights, faithful followers of the four Marys, glimpses of whom are shown us by the Evangelists. They too were humble worshipers of their Divine Master. They too had the right aim to attain citizenship in His Kingdom. They were always ready to give the cup of cold water to the least of God's creatures. In fine they were Christian women, possessed abundantly of the Christian graces.

They all had in full measure, in greater or less degree, the afflictions which inevitably await all who attain in this world their three score and ten years. Mary Smith, of Orange, a woman of rare intellectual power and scientific training, of tenderest heart and noblest virtues, followed to the grave her mother and her father. Then her favorite brother, whom she was nursing in her own bed chamber, died suddenly in the depths of night while she was sleeping. Then her earliest teacher, another Mary, Maria Spear, her dearest friend for half a century, to whom in her declining years she had given a home, the sharer of her room, bade her "good night," and when the morning light came, it was found that her spirit had left its earthly tenement. Her only other near relative, a brother, died in her house a raving maniac, leaving her with only distant kinsmen on her mother's side and not one in all the world of the blood of her father.

Mary Mason, a daughter of a grandson of Mark Morgan, one of the donors of the University's site, saw her only surviving children, two cherished daughters, Martha and Varina, qualified by liberal education to become ornaments of their social circle, fade away with the autumn leaves, leaving her and her infirm husband childless. After a few years of severe suffering, relieved as far as was practicable by her tender nursing, the father joined

the daughters in the God's Acre on the bank of the winding creek, and, grievously weakened by the rapidly germinating seeds of a fatal disease, the mother was alone in her downward journey to the dark river.

Mary Smith, of Wake, an only child, a strong-minded, true-hearted woman, but without tastes for social enjoyments, modest, retiring, satisfied for years with the companionship of her aged mother; after that mother's death she lost her reason, and ended her days in a district home for the insane. Mary Speight, for years a widow and childless, had a favorite brother killed in battle, in the service of the Confederacy, and then successively lost father and mother, whom she loved with deepest devotion.

Under these terrible afflictions no angry resentments against God's dealings entered the breasts of those whose reason remained, no rebellious revolt against their Savior. On the contrary their natures were sweetened and purified. They looked abroad to see how they could, after the examples of the first Four Marys, give loving service to the Master. They saw that the minds of struggling youth needed to be clothed with the habiliments of knowledge, needed to be released from the dungeons of ignorance and prejudice, that their hungry souls were dwarfed for want of spiritual food. They did what they could. They laid the talents which God entrusted to them at the Master's feet, to be used for raising His creatures to a higher life.

Notice too another likeness to the Four Marys of the Bible. We only know them by the light reflected from their Master. Not a trace in them of self-aggrandizement, not a particle of what is called egotism. Just so our Marys in their gifts make no provision for any memorial to themselves—Mary Smith, of Orange, erected a monument to the brother from whom she inherited the land she donated; Mary Speight to her father, who had been an honor to the University and to the state; Mary Mason to the daughters, whose death extinguished the happiness of her old age; Mary Smith, of Wake, thought only of the needy farmer boys from whose ranks her father had sprung. Compared to the ostentatious millions of Gerard, Johns Hopkins, and Cornell, their thousands are entitled to the praise given by Christ to the widow's mite.

I love to look down the vista of the future and watch with joyful pride the never-ending, ever-widening blessings, sure to follow the wise benefi-

cence of these four North Carolina Marys, our own University Marys. I see long trains of young men marching from the summit of this Hill of Literature and of Science, with intellectual and moral armor tempered, and weapons sharpened by their noble generosity, to fight in every nook and corner of the land against the demons of irreligion, of ignorance, and of crime, struggling to make the world continually wiser and better. Memorial Hall and the commemorative tablets therein may some day yield to the destructive forces of time, but the work and the names of these benefactors will live as long as the University—and the University must never die.

All praise to the Giver of all good, who breathed into these noble women the high purpose to advance humanity to a higher plane, who without children of their own, provided for lifting up the children of others nearer to the Throne of God.

The object of the university is to develop character—to make men. It misses its aim if it produces learned pedants, or simple artisans, or cunning sophists, or pretentious practitioners. Its purport is not so much to impart knowledge to the pupils as to whet the appetite, exhibit methods, develop powers, strengthen judgment, and invigorate the intellectual and moral forces. It should prepare for the service of society a class of students who will be wise, thoughtful, progressive guides in whatever department of work or thought they may be engaged.—*Pres. Daniel Coit Gilman.*

The Greatest.

RACHEL COHEN, IN SCHOOL LITERATURE.

Twelve rabbis great sat in their robes of state
Debating which by birth who ruled on earth
Might still the greatest be;

The king passed by. "Of those who sit on high,"
Said Rabbi Benoni, "There is verily
Not one so great as he."

Anon a priest, from temple cares released,
With righteous air and mien, straightway was seen.
Six rabbis cried, "'Tis he."

Next came a scribe, noted throughout his tribe
For learning great, and wealth—not got by stealth.
Nine rabbis cried, "'Tis he."

A teacher came; his loving lips and aim
Had won to God and truth Judea's youth.

Twelve rabbis cried, "'Tis he."
O greatest, then, of all the sons of men
Is he who by his arts can win the hearts,
And teach God's children free.

The Association of Academies.

The meeting of the Association of Academies, Raleigh, Dec. 28 and 29, was well attended, and much interest was shown in the questions discussed.

After welcoming the Association to Raleigh and referring to the importance of this meeting, President Morson read a valuable paper on the *Conservative Force* of the Academy and the private school, showing that they have done much and still have much to do in maintaining the standards of culture, and in restraining the unfortunate tendency among many to regard education only as a ready means of giving a hasty and superficial preparation for early entrance into the great struggle of money getting. He also referred to the fact that these schools, at present, offer the only opportunity, in most parts of the state, for preparation for entrance into college, and claimed there can be no conflict between these and the public and church schools, if all will only devote their energies to the great and pressing problem of the education of the people, there being more to do in this respect than can be done by all. The following extracts will give a fair idea of the whole:

The private schools have been in the past, and will, I believe, continue to be one of the great agencies in the moral and intellectual growth of the people of our land; and I am sure there is no disposition on our part to antagonize or under-rate the work done by others in the same great field, where there still exists so much more than all combined can successfully accomplish. * * * There should be no necessary conflict among these different instrumentalities which have the same objects in view, and one of them can in no way afford to abridge or obstruct the work of another. To war against the common enemies, ignorance and vice, should give us all that we can do, with no time for strife or enmity among ourselves, even had we the inclination. The private schools in America have always been an important factor in educating the people, and to-day some of the oldest schools in the union are private ones,—the largest and most noted normal school is a private school—and, under existing circumstances, it may be claimed that in our state the connecting link between the common schools and the state university and church colleges is, in most localities, the private school. * * * Besides, the great mass of our people are unable to attend either our church or state institutions of higher learning. Most of the common schools afford these very limited opportunities, and, therefore, to the academies, and other private schools accessible, the ambitious youth of our state must look for such preparation as will give them at least a start in their earnest efforts to make of themselves intelligent, useful and successful citizens.

* * *

I know well that this is called, and rightly so, a practical age, and that we school men who thus take a firm stand for sufficient disciplinary schooling before pupils are ready to enter upon and profit by a course preparatory for their life work are often said to be behind the times; but is this really the truth; and does the so-called practical education really educate or produce a really practical man?

Everywhere there is a popular clamor for the shortening of the preparatory courses in our schools and the rejection from them of the classics and other so-called useless branches, and the substitution for them of those studies which are thought to have a money value, and which will enable those proficient in them to earn money directly on leaving school.

* * *

Education, I take it, whether liberal, professional or technical, requires the training and development of all the powers of the mind as far as possible, and the practical man, the man of business, needs this discipline as much as the professional man, to give him broad, instead of narrow, views of life and its various duties and responsibilities. The one so trained is the one who will usually rise in life, will acquire wealth, and control his fellow-men. In short he is the very ideal held up before us by the advocates of a practical education. This discipline cannot be given by simply teaching the most elementary branches, which mainly have to do with the powers of observation and memory, and in which the reasoning faculties are brought but little into play; and yet this is what those who are so eager for their children to begin the race of life seem to expect. * * Back of the preparation for any calling, lie the habits of mind and thought which will alone render success in that calling sure, and these habits of mind it is the chief function of the school to furnish, so that its pupils may carry away, not merely professional training, but the power which will enable them to acquire professional knowledge, and use it aright when they are sufficiently prepared to enter those higher institutions where special instruction is furnished in industrial pursuits or the so-called learned professions.

We should try to impress upon the public mind that true education is not concerned merely with the single consideration of our physical wants and comforts, but is designed to ennoble and elevate the mind of man; that there must be in the course of study which is to make an educated man something more than those things pertaining only to his material welfare. There must be some means employed for the elevation and refining of his moral nature, the discipline of his powers, observation and judgment, and the development and strengthening of his reason—and, then, if he avails himself properly of such aids he cannot fail, in the course of time, to become truly practical.

Prof. J. M. Horner on Uniform Certificates for Academies.

After speaking of the importance of the private academy in the the educational system of North Carolina, and showing that they still prepare 90 per cent. of the boys who enter college, Prof. Horner made a strong plea for the recognition of their rights by these higher institutions. He claimed that not only are the private schools weakened by the practice of the colleges in admitting pupils with meager preparation, but the cause of education itself is injured by this lowering of standards. He believed that the 140 private schools in the state offer sufficient opportunities for preparation for college, and so there is no reason why the colleges should lower their standards and add preparatory classes on the ground that the boys are unable to obtain the desired preparation elsewhere. He thought much good might be accomplished, if the acad-

mies would adopt some form of certificate to be used by all the academies in the association, the certificate to be given by no academy unless all its requirements have been complied with by the student receiving it.

The two forms given below were recommended:

SCIENTIFIC COURSE.

Latin—Four Books Cæsar. Six Books Virgil. Exercises in writing Latin.

Mathematics—Arithmetic. Algebra through quadratics.

Physics—One year course.

Chemistry—One year course.

English—Grammar. Rhetoric. Four pieces of classic literature.

History—United States.

Geography—Maury's Manual or Equivalent.

French or } One year.
German. }

CLASSICAL COURSE.

Latin—Four Books Cæsar. Six Books Virgil. Exercises in writing Latin.

Greek—Four Books Anabasis. Exercises in writing Greek.

Mathematics—Arithmetic. Algebra through Quadratics.

English—Grammar. Rhetoric four pieces of classic literature.

History—United States. Greek and Roman.

Geography—Maury's Manual or Equivalent. Geography of Greece and Rome.

French or } One year.
German. }

If the academies will adopt these forms of certificate, there is no doubt that the colleges will feel compelled to recognize the justice of the plan and accord to the schools ample opportunity to send them well prepared students. It will result in good to the schools, to the colleges and to the cause of higher education in the state.

Prof. Homer cannot be wrong in holding that better preparation before entering college would usually result in a longer stay, and better results to the student, the college and all concerned.

The best wall map of North Carolina for school use is the one recently published by the Railroad Commission, and prepared by the Secretary of the Commission, Mr. H. C. Brown. It is intended especially as a railroad map. All the roads of the Atlantic Coast Line system are green, the Southern red, the Seaboard Air Line blue, all other railroads black. The colors of the counties are distinct, and there is not so much printing as is usual; hence there is less confusion.

A copy will be sent free to any teacher for class use. Write to Mr. H. C. Brown, Secretary, Railroad Commission, Raleigh, and mention this notice in the NORTH CAROLINA JOURNAL OF EDUCATION.

The map will be on thin paper, and before using it at school, it will be best to mount it on thicker paper or cloth, and fasten a round stick at top and bottom, as wall maps are usually mounted.

Lee's Birthday at the Lindsay St. School, Greensboro, N. C.

MISS MINNIE HAMPTON, TEACHER OF THE NINTH GRADE.

Acting upon the suggestion made by the NORTH CAROLINA JOURNAL OF EDUCATION, the Ninth Grade gave the Lindsay St. School of Greensboro, a Birthday Memorial Exercise in honor of "our hero in gray with the heart of gold," Robert E. Lee.

The president of the class, representing North Carolina, presided over the exercises. Her program was very much the same as that given in the JOURNAL, with a few additions.

One member gave a description of Lee's "Confederate Gray," Traveller, the horse which carried our chieftain from the mountains of West Virginia to Appomattox Court House and was a mourner in the procession that followed him to his final resting place.

An incident after Gettysburg as told by a Northern Soldier was related, showing that the "bravest are, indeed, the tenderest." A wounded Union soldier, recognizing Lee as he passed, raised his arm and shouted, "Hurrah for the Union!" Lee dismounted, went to him, and taking his hand, said, "My son, I hope you will soon be well." The story may not be true, but it illustrates perfectly the character of Gen. Lee.

The exercise was closed by a tribute from the "Solid South." Eleven girls, wearing gray caps, represented the Confederate States. Each state gave some facts concerning herself, for instance North Carolina said: "I am your own North Carolina. On my soil the first Declaration of Independence was made in Mecklenburg, May 20, 1775. I sent to the battle-field, one-fifth of all the soldiers who fought for the Confederacy. Through the efforts of my war-governor, Zeb. B. Vance, my soldiers were better clothed and better fed than any other Southern soldiers. At Gettysburg, North Carolina soldiers under Pettigrew went farthest up the Ridge, and the last great Southern Army surrendered on my soil."

Then with uncovered heads the eleven states repeated in concert: "We are the Solid South, and to-day we wear the gray in honor of

"The noblest courtliest gentleman—

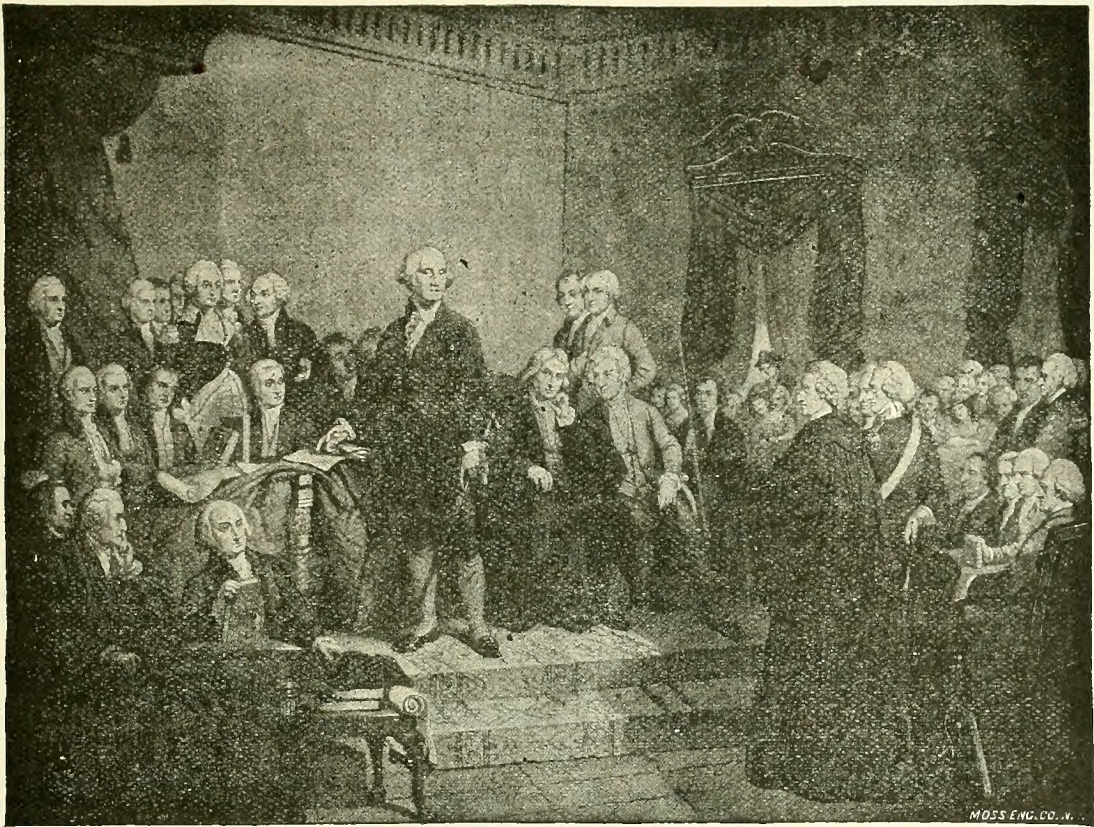
The knightliest knight who wore the gray."

The grade standing, North Carolina stepped to the front and said, "Lee loved the Union and the Constitution and set us such an example that if we only follow his footsteps we can sing with joyous hearts

"My country, 'tis of thee,
Sweet land of liberty
Of thee I sing!"

The exercises was concluded by all the school joining in this song.

On the wall, in evergreen letters was the watchword of Lee's life—"DUTY," while to the right was a picture of Washington with the United States flag floating above, and to the left was a picture of Lee, wreathed in evergreens, beneath which the Confederate flag was draped.



INAUGURATION OF WASHINGTON.

Helps for the Celebration of Washington's Birthday.*

MOTTOES—*To be written on the black-board or done in evergreens on the wall.*

- A. First in War,**
First in Peace,
First in the Hearts
of his Fellow-Citizens.
- B. In Youth True,**
In Manhood Brave,
In Age Wise,
In Memory Immortal.

1. A RALLY—*Youth's Companion.*

(To be said by a little girl standing where she will be at the head of the column of little people when formed.)

Little folks come marching forth,
Little feet, keep time,
In the East and West and North
And the Southern clime.
Lay your lesson-books away,
Leave your sums undone,

*This exercise follows, in part, the programme in *THE HELPER*, School Education Company, Minneapolis, Minn. For interesting anecdotes of Washington, see Weems's *Life of Washington*.

2. ACROSTIC FOR SIXTEEN SMALL CHILDREN, who come at the rally call, each bearing the appropriate initial letter, so that when all have taken their places in line, the letters will spell *GEORGE WASHINGTON*.

General Washington's name we praise,
In tributes now our voices raise.
Earnest and true, he was noble and good;
I'd be like Washington—that I would?
Obedient always—a mauly boy;
His playmates he did not annoy.
Right in word, in act, in deed;
In classes he would always lead.
Good and thoughtful, always kind,
Such boys made friends we always find.
Eager to learn, he improved each hour,
This gave to him great strength and power.
Wisdom he sought, and in this land,
No greater general could command.
Alert and quick to do his work;
A duty he would never shirk.

Strong in body and strong in mind,
No greater general can we find.

Happy to do for his country and men,
He bravely fought for freedom then.

Illustrious soldier, statesman, friend,
Our country's cause he did defend.

Noble in thought, in action sure,
Great suffering he did endure.

Great was the work of this soldier's life;
He conquered the foe in the bitter strife.

True to his country, as president, he
Ruled his people in "the land of the free."

Obedient still to duty's command,
He loved our own, free native land.

Noted, obedient, great and grand,
Did ever a greater man live in our land?

All sing to the tune of "Lightly Row."

Gayly sing, gayly sing,
Washington's great fame we bring,
Joyfully, joyfully,
Sing his praise to-day.
May our lives be good and great,
And we armed for any fate,
Joyfully, joyfully,
Sing his praise to-day.

(March to seats as last lines are sung.)

3. WASHINGTON—*Recitation for three pupils.*

First Pupil:

Over a century and a half ago,
George Washington was born,
Our country's hero, Virginia's pride,
Gave men new hope that winter's morn.
He grew to boyhood brave and strong,
A good, obedient son;
Was earnest in his work at school,
And many honors won.

Second Pupil:

This boy to every one was kind,
Each day was noble, true;
Our country's army called for him,
A mighty task to do.
His life was full of noble deeds,
A heart so strong and sure,
A faith in men and faith in God,
A soul both great and pure.

Third Pupil:

We honor his great name to-day,
As soldier, statesman, friend,
First ruler of our own free land,
Whose cause he did defend.
So let us praise our Washington,
Our hero, noble, great,
A champion of our liberty,
In freedom's land so great.

4. THE EMBLEMS OF THE BANNERS— *Six boys.*

(The following exercises may be given by six boys. Let each boy carry a banner. Upon them are written in order: Truth, Goodness, Honor, Bravery, Loyalty, Liberty. The banners may be of white with the words in gilt. Each boy should be dressed in soldier's cap, soldier's costume, belt and badges. They march into the room to the beat of drums.)

First Pupil:

I bear the banner of truth so grand;
'Twas truth that gave to Washington,
Great power and influence in our land,
And made him America's honored son.

Second Pupil:

And I, the banner of goodness bear;
With manly strength all foes I fight.
I strive for goodness, just and fair,
And I will fight for truth and right.

Third Pupil:

Honor is my banner fair;
With flags of goodness, honor, truth,
I march, and any foe I dare;
I fight on bravely, in my youth.

Fourth Pupil:

My banner of bravery I lift high,
I fight my battles as Washington won;
In the midst of danger, fear will die;
I'll be my country's brave, true son.

Fifth Pupil:

My banner of loyalty now you see,
I lift it high; for this is love
To man and country, and to God,
Who sends us blessings from above.

Sixth Pupil:

This is the banner of liberty dear,
Freedom! Ah! Washington won it for all,

With this bright banner we have no fear
But gladly obey our country's call

All, waving banners, recite:

Hurrah for Washington, true and brave!
Hurrah for our country, fair and grand!
Lift high all banners! Wave, O wave!
Shout for freedom throughout our land!

5. *Let larger children in the school prepare and read a series of brief sketches on the life of Washington. The following headings may be helpful.**

I. Birth—Boyhood.

II. Young Manhood—Surveyor of Lands—Expedition to French Fort.

III. Aid to Braddock.

IV. Marriage, and Home Life.

V. Commander-in-Chief of the Army with Account of Principal Campaigns and Battles.

6. HAIL COLUMBIA. *Concert Recitation, by all the larger pupils of school.*

Sound, sound the trump of Fame?
Let Washington's great name
Ring through the world with loud applause;
Let every clime to Freedom dear
Listen with a joyful ear.
With equal skill, with God-like power,
He governs in the fearful hour
Of horrid war, or guides with ease
The happier times of honest peace.

Behold the chief, who now commands,
Once more to serve his country stands—
The rock on which the storm will beat.
But armed in virtue, firm and true,
His hopes are fixed on Heaven and you.
When hope was sinking in dismay,
When glooms obscured Columbia's day,
His steady mind from changes free,
Resolved on death or liberty!

VI. Resignation—Farewell to the Army—Private Life.

VII. Part in Constitutional Convention.

VIII. President of the United States.

IX. Farewell Address—Death.

8. SONG—WASHINGTON. *Agnes Mary Niven, Minneapolis. Sung by school.*

Tune—"America."

Washington, it is of thee,
Foremost in history,
Of thee we sing.
We love thy truthfulness,
Thy kingly nobleness,
And all our hearts rejoice,
For Freedom's king.

Washington, it is in love,
We raise thy name above
Others in time.
We'll try to live like thee,
Bravely and truthfully,
And thus our lives shall be
Honored like thine

*Any brief Life of Washington will furnish ample material. Scudder's, Houghton, Mifflin & Co., Boston, is excellent. Weems's Life of Washington contains many interesting anecdotes

Great God of power and might,
Help us to know the right,
Like him we sing.
Bless this dear land of ours,
With many precious dowers,
And all our gladder hours,
With praise shall ring.

9. GOLDEN WORDS OF WASHINGTON— *(To be recited by several pupils.)*

Interwoven is the love of liberty with every ligament of the heart.

* *

To persevere is one's duty, and to be silent is the best answer to calumny.

* *

Without virtue and without integrity, the finest talents and the most brilliant accomplishments can never gain the respect or conciliate the esteem of the most valuable part of mankind.

* *

Promote as an object of primary importance, institutions for the general diffusion of knowledge. In proportion as the structure of a government gives force to public opinion, it is essential that public opinion should be enlightened.

* *

Observe good faith and justice towards all nations; cultivate peace and harmony with all.

* *

To be prepared for war is one of the most effectual means of preserving peace.

* *

Let me warn you most solemnly against the baneful effects of the spirit of party. * * It exists, under different shapes, in all governments, more or less stifled, controlled, or repressed; but in those of the popular form it is seen in its greatest rankness, and is truly their worst enemy.

* *

My first wish is to see this plague to mankind (war) banished from the earth, and the sons and daughters of this world employed in more pleasing and innocent amusements than in preparing implements and exercising them for the destruction of mankind.

* *

Rather than quarrel about territory, let the poor, the needy, the oppressed of the earth, and those who want land, resort to the fertile plains of our western country, the second land of promise, and there dwell in peace, fulfilling the first and great commandment.

* *

If to please the people we offer what we ourselves disapprove, how can we

afterwards defend our work? Let us raise a standard to which the wise and honest can repair; the event is in the hands of God.

Let one pupil read extracts on education, on first page of this JOURNAL.

10.

Boys:

Where may the wearied eye repose
When gazing on the great,
Where neither guilty glory glows
Nor despicable state?

Girls:

Yes,—one, the first, the last, the best,
The Cincinnatus of the West.
Whom envy dared not hate,
Bequeathed the name of Washington
To make man blush; there was but one.

11. BIRTHDAY OF WASHINGTON—*Recitation.* George Howland.

First pupil:

Welcome, thou festal morn!
Never be passed in scorn
Thy rising sun.
Thou day forever bright
With Freedom's holy light,
That gave the world the sight
Of Washington.

Second pupil:

Unshaken 'mid the storm,
Behold that noble form,—
That peerless one,
With his protecting hand,
Like Freedom's angel, stand,
The guardian of our land,
Our Washington.

Third pupil:

Traced there in lines of light,
Where all pure rays unite,
Obscured by none;
Brightest on history's page,
Of any clime or age,
As chieftain, man or sage,
Stands Washington.

Fourth pupil:

Name at which tyrants pale,
And their proud legions quail,
Their boasting done,
While Freedom lifts her head,
No longer filled with dread,
Her sons to victory led
By Washington

Class in concert:

Now the true patriot see,
The foremost of the free,
The victory won.
In Freedom's presence bow,
While sweetly smiling now
She wreathes the spotless brow
Of Washington.

Then, with each coming year,
Whenever shall appear
That natal sun,
Will we attest the worth
Of one true man to earth
And celebrate the birth
Of Washington

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(CONCLUDED.)

Elementary Psychology.

1st. Define Psychology, and mention some phenomena belonging to this science.

2nd. Into how many classes may all psychical phenomena be divided?

3rd. Give an example under each of the above classes.

4th. Point out the distinction between the terms subjective and objective. Which preceded, the objective or the subjective Brooklyn bridge?

5th. Define attention, and name one or more conditions which operate to secure attention. Comment upon the difference between the force or power of attention of a robust and a sickly child, upon food, ventilation, exercise, sleep, as they may be related to mental growth;

6th. Define perception, and show how its cultivation may be promoted. Why is its cultivation in early life important? Mention some studies which are useful in the cultivation of perception. What effect will drawing have? Why?

7th. Define memory, and show how the power of memory may be affected by perception, and by cultivation, and suggest some means by which its cultivation at school may be promoted.

8th. Point out the difference between the will element and the emotional and cognitive elements in any psychical state.

9th. Suggest one or more ways by which the power of right willing may be cultivated.

School Law.

1st. What are the principal duties of the State Superintendent of Public Instruction?

2nd. Name some of the duties of the State Board of Education.

3rd. Who compose the State Board of Education?

4th. When and for what purpose was the State Board of Examiners established?

5th. How are the County Boards of Education elected, and what are their duties?

6th. Who elects the County Supervisor, and what are his duties?

7th. Where does the school fund come from?

8th. Who adopts the text-books to be

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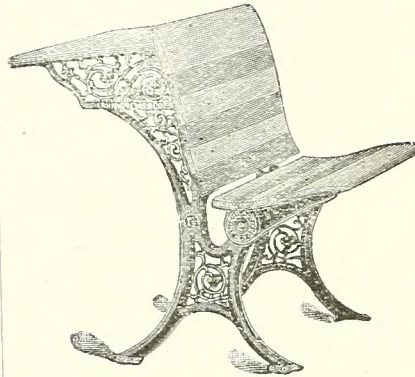
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used in our public schools, and how often?

9th. How would a public school teacher proceed to obtain his salary?

10th. Give some of the duties of the School Committee.

National Educational Association.

Department of Superintendence.

ANNUAL MEETING AT CHATTANOOGA,
TENN., FEB. 22, 23, 24, 1898.

PROGRAMME.

TUESDAY MORNING, FEB. 22, 1898.

9:30 o'clock.

OPENING EXERCISES IN THE NEW AUDITORIUM.

Addresses of Welcome—Gov. Robert L. Taylor, Nashville, Tenn.; Mayor E. Watkins, Chattanooga, Tenn.

Response—Henry Houck, Harrisburg, Pa.

The Township High School—State Superintendent C. J. Baxter, Trenton, N. J.

Discussion—Led by State Supt. J. Q. Emory, Madison, Wis.; State Supt. W. W. Stetson, Augusta, Maine.

TUESDAY AFTERNOON.

Educational Problems in the South—Conducted by G. G. Bond, Supt. City Schools, Athens, Ga.

1. What kind of Normal Training should the Common School Teacher of the South receive?

E. C. Branson, Professor Pedagogy, State Normal School, Athens, Ga. (20 minutes.)

Discussion—Led by State Superintendent W. N. Sheats, Tallahassee, Fla. (5 minutes.)

2. A Plan for the Better Supervision of the Common Schools.

Chas. D. McIver, President Normal and Industrial College, Greensboro, N. C. (20 minutes.)

Discussion—Led by Superintendent O. Ashmore, Savannah, Ga. (5 minutes.)

3. What the Negro Gets from Common School Education in the South, and What He Gives to it.

James K. Powers, President University of Alabama, Tuscaloosa, Ala. (20 minutes.)

Discussion—Led by State Superintendent G. R. Glenn, Atlanta, Ga. (5 minutes.)

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TUESDAY EVENING.

8 o'clock, in the New Auditorium.

Report of Committee on Elementary Schools—John Dewey, Chicago, Ill., Chairman; W. N. Hailman, Washington, D. C.; S. T. Dutton, Brookline, Mass.; L. H. Jones, Cleveland, Ohio; Miss Sarah C. Brooks, St. Paul, Minn.; Miss Sarah L. Arnold, Boston, Mass.; Mrs. Alice H. Putnam, Chicago, Ill.

The Mission of the Elementary School—Martin G. Brumbaugh, Professor of Pedagogy, University of Pennsylvania, Philadelphia.

Discussion.

WEDNESDAY MORNING.

9:30 o'clock, in the New Auditorium.

What can Child Study Contribute to the Science of Education?—Papers by Prof. J. P. Gordy, Columbus, Ohio; Prof. R. P. Halleck, Louisville, Ky.

Discussion—Led by Chas. H. Keyes Holyoke, Mass.; Chas. O. Hoyt, Ypsilanti, Mich.; I. W. McAdory, Birmingham, Ala.

WEDNESDAY AFTERNOON.

2:30 o'clock, in the New Auditorium.

Conference on School Hygiene—Conducted by Supt. G. V. Buchanan, Sedalia, Mo.

1. Lighting and Seating of School Rooms.—(Paper 20 minutes) by Dr. W. A. Mowry, Hyde Park, Mass.

Ten minute discussions by Superintendent F. Louis Soldan, St. Louis, Mo., and Superintendent J. R. Preston, Water Valley, Miss.

2. Ventilation of School Rooms. (Paper 20 minutes) by Assistant Superintendent A. P. Marble, New York City.

Ten minute discussions by State Superintendent S. M. Inglis, Springfield, Ill., and Superintendent J. L. Holloway, Fort Smith, Ark.

3. Contagious Diseases.—(Paper 20 minutes) by Superintendent T. A. Mott, Richmond, Ind.

Ten minute discussions by Superintendent J. H. Snyder, Tiffin, Ohio, and Superintendent C. N. Kendal, New Haven, Conn.

WEDNESDAY EVENING.

8 o'clock, in the New Auditorium.

The Influence of Music and Music Study upon Character—Prof. A. J. Gantvoort, College of Music, Cincinnati, O.

The Value of the Tragic and the Comic

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No. 9.—The Mayflower, New Land, Fruit, Thanksgiving, Squirrel.
No. 10.—Madonna, The Stars and the Child, the Christmas Story.

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No. 2.—Abraham Lincoln.
No. 3.—The Little Hiawatha.
No. 4.—Hiawatha's Canoe, The Cary Tree.
No. 5.—More About the Cary Tree, The Little Soldier, Take Care, The Drummer-Boy's Burial, The Red and White Roses.
No. 6.—Story of Little Caterpillar, Caterpillar and Robin Redbreast, Sleepy Little Caterpillar, Little Butterfly.
No. 7.—The Ants and the Grasshopper, The Pea Blossom.
No. 8.—The Three Bears, The Pea Blossom, concluded.
No. 9.—The Lion and the Mouse, Why Chipmunks Have Stripes.
No. 10.—The Christmas Bells.

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in Education—Dr. W. T. Harris, Commissioner of Education, Washington, D. C.

Discussion.

THURSDAY MORNING.

9:30 o'clock, in the New Auditorium.

Vacation Schools—Paper by Richard Waterman, Jr., Chicago, Ill.

Continuous Sessions at Normal Schools—Paper by Irwin Shepard, Winona, Minn.

Discussion—Led by Superintendent A. T. Barrett, Chattanooga, Tenn.; Superintendent R. K. Buehrle, Lancaster, Pa.; Supervisor D. L. Ellis, Asheville, N. C. Business Session.

THURSDAY AFTERNOON.

2:30 o'clock, in the New Auditorium.

CONFERENCE.

Subject—Grading and Promotion with Reference to the Individual Needs of Pupils. Conducted by Edward R. Shaw, School of Pedagogy, New York University.

Paper—Some New England Plans and Conclusions Drawn from a Study of Grading and Promotion, Dr. John T. Prince, Agent Massachusetts Board of Education (30 minutes).

Discussion—Opened by Prof. W. S. Sutton, School of Pedagogy, University of Texas.

Paper—Plan of the North Side Schools of Denver, Superintendent James N. Van Sickle, Denver, Colo., (30 minutes).

Discussion—Opened by Superintendent Charles B. Gilbert, Newark, N. J.

Paper—The Elizabeth Plan, Superintendent William J. Shearer, Elizabeth, N. J. (30 minutes).

Discussion—Opened by Superintendent R. H. Halsey, Binghamton, N. Y.

THURSDAY EVENING.

8 o'clock, in the New Auditorium.

Realizing the Final Aim of Education—President S. T. Scovel, University at Wooster, Ohio.

ROUND TABLE OF THE NATIONAL HERBERT SOCIETY.

Charles DeGarmo, President, Swarthmore, Pa.

Charles A. McMurtry, Secretary, State Normal University, Normal, Ill.

I. "Observation and Application"—Thesis by Arnold Tompkins, University of Illinois, Champaign, Ill.

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Discussion—Edward F. Buchner, School of Pedagogy, New York University, N. Y.; R. H. Beggs, Whittier School, Denver, Colo.; M. G. Brumbaugh, University of Pennsylvania.

II. "Value of Herbart's Pedagogical Doctrines for Secondary Education." (Translation of Frick's *Didaktische Grundsetze*, by Charles A. McMurtry.)

Discussion—James E. Russell, Teachers' College, New York City; J. J. Sheppard, Boys' High School, New York City.

CONFERENCE OF STATE SUPERINTENDENTS.

Grace Epsy Patton, State Superintendent of Public Instruction, Colorado, Chairman of the Conference.

February 22, 1898.

Paper—"Minimum Preparation for Teaching," Price Thomas, State Superintendent of Public Instruction, Tennessee.

Discussion—O. T. Corson, State School Commissioner, Ohio; Estelle Reel, State Superintendent Public Instruction, Wyoming.

February 22, 1898.

Paper—"Reciprocal Recognition of State and Normal School Diplomas," Z. X. Snyder, President State Normal School, Colorado. General Discussion.

February 24, 1898.

Paper—"Medical Examination of Children in the Public Schools," W. B. Powell, Superintendent of District of Columbia.

Discussion—Junius Jordan, State Superintendent of Arkansas.

New Books.

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W. H. Osborne, Pres. The Keeley Institute,
Greensboro, N. C.,

DEAR SIR:—I have neglected to write you for so long that I fear you have placed me on the list of unfortunates who, "like the dog, has gone back to his vomit, or the sow to her wallowing in the mire;" but let me assure you that such is not the case.

On the third day of October, 1892, after a course of treatment for the whiskey addiction, I was honorably discharged from your Institute as permanently cured. Since the day of my discharge I have not touched, tasted or handled spirituous or malt liquors, wine or cider, not even a medicine that contained alcohol, and have never at any time or under any circumstances had any desire to do so. For five years al-

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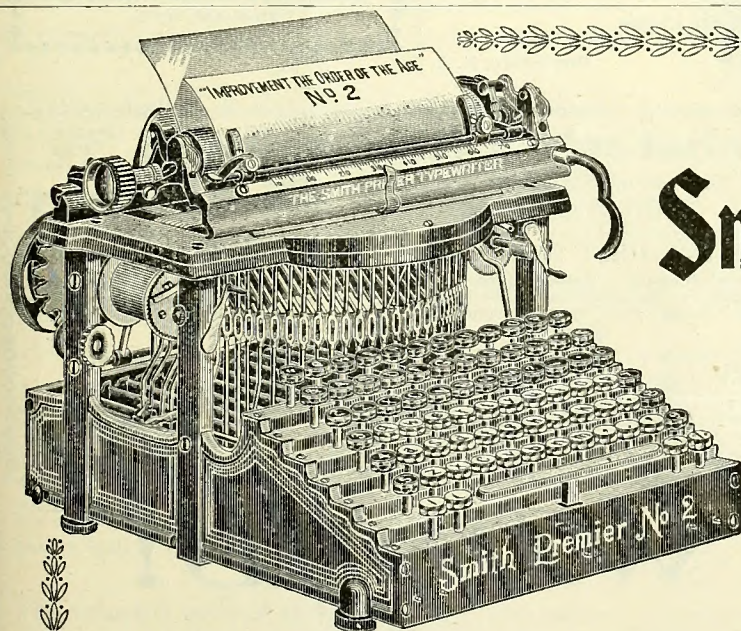
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cohol has not entered my lips in any shape or form. I have no appetite for it.

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Why intelligent men will do so is beyond my comprehension. I drank whiskey for thirty-five years and was its slave almost from the beginning—at least thirty years of that time. I took the Keeley treatment in good faith, with a determination of being cured. Now, after more than five years, I have no more desire to drink than if I had never tasted the vile stuff. The man that fails to be cured of the whiskey addiction at Greensboro does so because he does not want to be cured and has practiced deception, and such failure cannot be charged against the Institution.

I will always feel grateful towards the good people of Greensboro, and especially to those in charge of the Keeley Institute, for the kindness extended me while taking the treatment, five years ago.

I cannot say too much in favor of the Keeley Institute at Greensboro. I suppose the Keeley Treatment is the same in all the Institutes, but in my opinion a great deal depends on the management. I would prefer Greensboro above all the others on account of the manner in which it is conducted, and would advise any friend of mine to go there in preference to any other.

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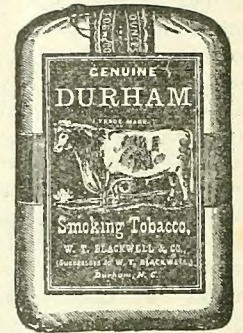
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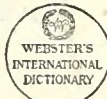
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GREENSBORO, N. C.

J. M. Kemp. P. M.

NORTH CAROLINA Journal of Education.

VOL. I.

GREENSBORO, N. C., MARCH, 1898.

NUMBER 8.

The telling, the cramming, the endless explaining, the rote-learning, which enfeeble and deaden the native powers of the child.

Knowing, in relation to the training of the mind, is the result of learning; and learning is the process by which the child teaches himself—he can only teach himself—by personal experience.

In the progress of knowledge, practice ever precedes theory. We do before we inquire why we do.

The value of a result in education mainly depends on the manner in which it has been gained.

The teachers part in the process of instruction is that of a guide, director, or superintendent of the operations by which the pupil teaches himself.

Action! action! is Nature's maxim of training; and things! things! are the objects of her lessons. "Use legs and have legs," is one of her maxims, and she acts analogously in regard to mind and moral training.

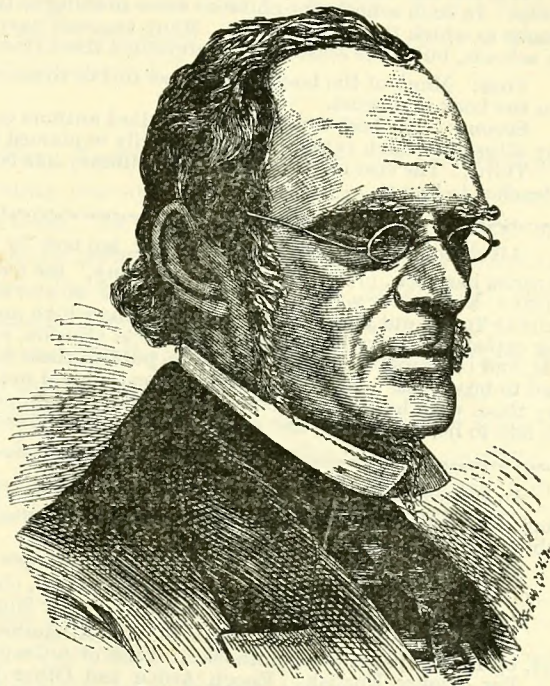
The man has never lived who can understand an abstract general proposition while utterly ignorant of the facts on which it is ultimately based.

Long elaborate explanations are entirely out of place in the class-room.

The main business of the teacher is to get the pupil to teach himself.

The valuable ends of instruction and education can be gained only by doing a little well.

Words are conventional signs, the objective representatives of ideas, and their value to the learner depends on his previous possessions of the ideas they represent. The words without the ideas are not knowledge to him.



JOSEPH PAYNE; 1808-1876.

FIRST PROFESSOR OF THE SCIENCE AND ART OF EDUCATION
IN THE COLLEGE OF PRECEPTORS, LONDON.

As are the teachers, so are the schools.

If the child is to teach himself he can do so only by exercising his mind on concrete objects or actions—on facts. These furnish him with ideas. He cannot teach himself by abstractions, rules and definitions, packed up for him in words by others; for these do not furnish him with ideas of his own.

The child takes a degree of pleasure in the discoveries or acquisitions made by himself which he cannot take in those made by others.

Even the youngest child is sensible of the charm of doing things himself—of finding out things for himself; and it is of cardinal importance in elementary instruction to lay the grounds for the association of pleasure with mental activity.

HOW TO SECURE SCHOOL LIBRARIES.

Every public school in North Carolina should have a library. Much that a child should know is not found in text-books. More can be learned about the world from stories of travel than from a geography, and more about the great men of the world from historical novels than from a history. The study of a text-book is usually regarded by the child as work, while the reading of books of travel or historical novels is a recreation; and the books he reads will open a new world to him and inspire him with a love for reading and a desire for a broader culture, which will affect his whole future life.

It is not the schools in the larger cities that need libraries, but rather the country schools in the thinly settled districts. In such schools the children know nothing of the great world except what they learn from books, and there are no books to which they have access. Many teachers have appreciated this fact, and have wished to provide libraries for their schools, but three reasons have prevented them from doing so:

First: Many of the best books are so full of tiresome details that children lose the thread of the story and throw down the book in disgust.

Second: The best works of the standard authors contain incidents which it is not proper for children to read, and many allusions which cannot be satisfactorily explained to them.

Third: The cost of providing such a library has been such as to make it out of the question for the neighborhood or the teacher to buy it.

All three of these objections, however, are met by the publication of the Standard Literature Series. The plan in this series has been, (1) to cut out the "padding," the tedious details which have proved so tiresome to young readers, but to leave a *complete story in the exact language of the author*, short enough to be read in the limited time of a school term; (2) To cut out all incidents and allusions which are of a questionable character and unsuited to children; (3) To add notes explaining every historical and classical allusion, so that the child will have no difficulty in understanding what he reads; and (4), most important of all, to publish these condensed volumes at a price so cheap that every neighborhood can afford to buy a set. Or, if the neighborhood should not care to do so, every teacher can afford to buy a set for herself and carry them with her to each school where she teaches, permitting the children to use them during the school term, and thus add to her own value and popularity in the neighborhood. The books published thus far are as follows:

In United States History: The Spy, by Cooper, (paper 12½c., cloth 20c.); The Pilot; The Deerslayer; The Water Witch, by Cooper, and Horse Shoe Robinson, by Kennedy, (each, paper 20c., cloth 30c.); Last of the Mohicans, by Cooper, double number, (paper 20c., cloth 30c.)

In English History: Rob Roy, by Scott, (paper 12½c., cloth 20c.); Kenilworth and Ivanhoe, by Scott, (paper 20c., cloth 30c.); and Harold, by Bulwer, (paper 20c., cloth 30c.)

In French History: Ninety-Three, by Victor Hugo, (paper 20c., cloth 30c.)

Geography and Travel: Tales of the Alhambra, by Irving, (paper 12½c., cloth 20c.); and Two Years before the Mast, by Dana, (paper 20c., cloth 30c.); Tales of a Grandfather, by Scott, (paper 12½c., cloth 20c.)

For Higher English: Enoch Arden and Other Poems, Tennyson; Prisoner of Chillon and Other Poems, Byron; The Sketch Book, Irving, 8 selections: (each, paper 12½c., cloth 20c.); Lady of the Lake, Scott; (paper 20c., cloth 30c.); Evangeline, by Longfellow; "Knickerbocker Stories," by Irving; (paper 12½c., cloth 20c.) and "Poems of Knightly Adventure," (paper 20c., cloth 30c.). (This includes 4 complete poems with notes, viz.: TENNYSON'S "Gareth and Lynette," MATTHEW ARNOLD'S "Sohrab and Rustum," MACAULAY'S "Horatius," and LOWELL'S "Vision of Sir Launfal.")

For Elementary Classes: Christmas Stories and Paul Dombey, by Dickens; Gulliver's Travels, by Swift; A Wonder Book, 4 selections; Twice Told Tales, 10 selections; and The Snow Image, 7 selections, etc., by Hawthorne, Little Nell, by Dickens, Robinson Crusoe (8 illustrations.) Pilgrim's Progress, by Bunyan, (each, paper 12½c., cloth 20c.)

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Of counties containing no city, Sampson takes the lead on our subscription list. Supervisor Street Brewer has recently sent in two clubs of nineteen each, besides quite a number of other subscriptions received separately. Other supervisors have taken an interest in the JOURNAL, and the number of subscriptions sent by some of them is little less than that of Prof. Brewer. The JOURNAL gratefully acknowledges its indebtedness to these wide-awake supervisors, and will try to return the favor by helping their teachers to greater usefulness in their schools. Is it not probable that interest in educational literature for teachers is a good indication of real interest in the schools these men supervise?

Supervisor Gettys, of Rutherford county, has organized a teachers' association, or institute, which holds a two-day's session each month. The teachers bring their dinner and the people of the community gladly keep them over night. The February meeting was held at Bostic. Fourth grade arithmetic, reading, writing, language, elementary geography, history, the objects of the public school, habits of neatness, attendance, the teacher, the stupid child, etc., were discussed. The papers and discussions were good. The JOURNAL likes this plan and commends it to other counties.

The Teachers College of New York has been incorporated in the educational system of Columbia University, thus raising the professional preparation of teachers to the rank of university work. This is probably the best equipped school for the training of teachers in the world. Prof. Frank M. McMurry has been appointed to the chair of Theory and Practice of Teaching.

The Teachers Association of Northampton County recently held a session of three days at Jackson. School organization, educational psychology, school libraries and compulsory education were discussed. Prof. Webb urged that school libraries should be established and supported by private contributions and small appropriations from the public funds. Prof. Midyette advocated compulsory education, since education is the safeguard of the state. On the last day of the meeting the school committeemen and the public were invited to a public discussion of the school law.

An educational association, consisting of teachers, committeemen and citizens, was organized at Cullowhee high school January 27th, with Prof. R. L. Madison president. The next meeting will be held at River Hill, March 12th. It is well to include committeemen and laymen in these associations. The more general the membership and attendance can be made the better. Teachers are not the only people who need to be interested in education and informed as to educational methods.

Hitherto Christian charity has in the main directed its beneficent energies towards the alleviation of individual miseries. In the future its efforts must be more and more directed towards removing the causes by which these miseries are produced. It is when Christian charity enters upon this great task that it is fulfilling its highest mission in the world.—*W. Dougla Morison.*

He who joy would win must share it. Happiness was born a twin.

Wake County Teachers' Association, Feb. 26, 1898,

A principal feature of this meeting was a discussion of school and community libraries—their value and how to secure them. A plan for a traveling library was discussed, and a committee was appointed to report a definite plan, ascertain cost, and recommend books. This plan of sending books in sets from one school to another, and from one community to another, has worked well and accomplished much good in other states. We hope the success in Wake county may be such as to cause the plan to be adopted in other counties.

Superintendent Howell, of the Raleigh schools, read a paper on the teaching of local geography, and Miss Royster recommended a geographical exchange. Superintendent Morris suggested that teachers make a special study of their own communities.

The next meeting of the association will be held at Raleigh in April.

State Superintendent Mebane is preparing to include in the next biennial report of education some account of the work of the private schools, academies and denominational schools and colleges. This will add much to the value of this report. Every school of this nature should send in a complete and accurate statement of its work and attendance, so that the report may be reliable.

The public schools of Raleigh reported an enrollment for January of 1,152 white and 1,146 colored, with an average daily attendance of 995 and 977 respectively.

Money for the Schools.

A wise provision of the new school law requires the state to duplicate any amount of money, not exceeding \$500, which may be raised by local taxation or subscription in any township as an addition to the public school fund of that township. Thirty-two townships have taken advantage of this and have received nearly \$7,000 from the state treasury. These townships are in Buncombe, \$1,138.38; Rutherford, \$1,850.35; Jackson, \$450; Surry, \$653.02; Watauga, \$169.49; Mecklenburg, \$541.74; Cleveland, \$265; Haywood, \$210; Green, \$354.56; Yancey, \$125; Bertie, \$374.98; Davidson, \$103.41; Hyde, \$492.62.

Most of this was on account of subscriptions.

Here is an opportunity to add two months to your school and to the schools of your township at very little cost. Get your people to raise enough for one month and the state will furnish an equal amount for a second month. Teachers, committeemen and supervisors should work together for this. Don't be afraid to take the lead. It should be a labor of love for the good of the community and the rising generation.

Superintendent Mebane has recently issued a circular urging action in this matter.

It seems that the school committeemen of Halifax county have recently purchased charts to the amount of \$2,000, nearly twenty per cent. of the entire school fund. A great waste of money. Our schools need teachers rather than expensive and, frequently useless, charts, sold, at many times their cost, by traveling agents.

Trinity College, Durham, N. C., has recently issued a pamphlet setting forth the requirements for admission for the next three years, and making suggestions to teachers and schools preparing young men and women for admission. The college hopes in this way to be able to raise its standard from year to year, and to encourage better work in the secondary schools. Both objects are much to be desired. Our colleges should not need to do work which can be done better elsewhere, and a better regulated and more fully developed system of secondary schools, public and private, is one of our most pressing educational needs.

Prof. C. J. Parker, who has done such efficient work as secretary of the North Carolina Teachers' Assembly, has resigned this position, that he may devote his entire time to his educational bureau and school supply house. The members of the Assembly will regret that Prof. Parker has found it necessary to take this step, but will be pleased to learn that Dr. W. T. Whitsett has been chosen as his successor.

Preparations for the fifteenth annual meeting of the Assembly are going actively forward. The place and time of meeting will soon be announced. There is an increasing interest in educational matters in this state, and the next meeting of the Assembly should be the best in its history. The

meetings of the City Superintendents' Association and the Association of Academies will be held in connection with the Assembly meeting. Full announcements will be made from time to time through the JOURNAL.

The State Council of the Jr. O. U. A. M., which met at Salisbury February 22nd, passed resolutions asking the next Legislature to increase the tax for public schools, so they may continue for four months at least.

The Carolina Patriot, organ of the Jr. O. U. A. M. in the Carolinas, makes a strong plea for compulsory education.

The faculty of the University Summer School, Chapel Hill, N. C., is about made up, and the official announcements and descriptive circulars will soon be ready for distribution. Superintendent Noble is making every effort to make this the most valuable session of this school, and some new features will be added. Every teacher who can possibly afford it should attend.

Work is beginning on the new school building at the State Institution for the Deaf and Dumb, Morganton, N. C., and the building will probably be ready for use at the beginning of the fall session of the school. It will contain twenty-two class rooms, an assembly room, an office, and an art studio. At the last session of the legislature an appropriation of \$20,000 was made for this building.

\$38,500 for the Rock Hill Normal School,

The legislature of South Carolina has increased the annual appropriation to the normal school at Rock Hill to \$38,500. No better testimony could be given as to the value of the work this institution is doing, and the liberal appropriations already made for building and equipment show that the people of South Carolina are awaking to a full sense of the importance of trained teachers for its schools. North Carolina, with its larger population and greater wealth, should not permit South Carolina to surpass her in a matter so vital to the general welfare.

The Normal and Industrial College at Greensboro, with its 450 young women, most of whom

are preparing to become teachers, should have an annual appropriation of not less than \$40,000. The state has done nobly by this institution in the past; but the work to be done by it is infinitely greater than appears at first glance, and the next legislature should not fail to furnish it the means to meet the full measure of its responsibility. Our common schools must have more trained teachers, and they cannot afford to wait longer for them.

Prof. C. L. Raper has finished the manuscript of his very valuable study of the private and church schools, parts of which have been published in the last five or six numbers of the *College Message*, Greensboro Female College. When published complete, this study will make a book of about 260 pages. The book may be expected about June 15th. The last chapter, in which Prof. Raper sums up the conclusions arrived at in making this study, will be published in this JOURNAL.

The meeting of the Department of Superintendence of the N. E. A., Chattanooga, February 22-24, was largely attended, and the proceedings were full of interest and value. We were glad to note that the South was better represented on the program than usual. The attendance from some of the Southern states was quite large. The next meeting of this Department will probably be held in Columbus, Ohio.

N. E. A.—Washington, D. C.

The next meeting of the National Educational Association will be held in Washington City, July 7-12, and arrangements are being made for the largest gathering in the history of the association. The railroads will sell tickets at the rate of one first-class fare for the round trip, plus \$2.00 for membership in the Association. The hotels and boarding houses will offer special rates. There should be a much larger number of Southern teachers present than usually attend these meetings. Put this on your summer's programme.

Better to hold a high belief,

Though what we hold to ne'er may be;

Better to do, through life so brief,

Though noble toil no fruits shall see.

—John J. A. Becket.

The Public Library.

Briefly, the purpose of the public library is comprised in the title which has now attached itself to it, that is "the people's university." Its office is to supplement the education of the schools and to carry on that education after children leave school to take up the work of life. Since the majority leave at the age of thirteen or fourteen to assist in earning their living, the work of the library is very important, as it furnishes the only means by which these young people can go on with their education. The library provides students of all ages with books that they may need to prosecute their studies and investigations. It also furnishes to the people of the community the very best form of entertainment, that which is wholesome, elevating, and refined, and which tends in the highest degree to promote home life and good citizenship.

The library is, therefore, one of the greatest promoters of social order.—*F. M. Crumden.*

* * *

The public library helps to make people happy by entertaining them, by broadening their lives and by adding to their interests. It encourages the development of the individual, of originality, and at the same time it strengthens tolerant thought. It gives to the young a cheerful and wholesome resort; it acquaints them in books with well-bred playmates, and teaches them that this is a wide world. It broadens and strengthens the work of the schools; it leads many to form the habit of good reading; it offers to all the opportunity for the best of all possible education. It is paid for by the public; the public owns it. It is democratic.—*J. C. Dana.*

Two Answers by President Jordan of Leland Stanford University.

Do you think the training of the mind of youth can be accomplished by the study of Physics, Chemistry, Physiology, Psychology, and English, German and French literature as thoroughly as by that of Latin and Greek?

Answer:—With most men better.

Will not a curriculum made up of the sciences and modern literature develop the reasoning powers to a higher degree than one in which the study of Latin and Greek is the chief factor?

Answer:—With most men—yes.

Prof. Eben Alexander is giving much pleasure by delivering at various places in North Carolina his lecture on Modern Greece.

We can not acquire the power to reason correctly about our children by studying politics, or learn to vote correctly by studying Latin and Greek. We acquire the power to reason about anything by reasoning about the class of things to which it belongs.

The science teacher is a director of the learner's process, pointing out the problem to be solved, concentrating the learner's attention upon it, varying the points of view, suggesting experiments, inquiring what they result in, converting even errors and mistakes into means of increased power, bringing back the old to interpret the new, the known to interpret the unknown, requiring an exact record of results arrived at.—*Joseph Payne.*

The complete equipment and training of the teacher for his profession comprehends:

A knowledge of the subject of instruction.

A knowledge of the nature of the being to be instructed.

A knowledge of the best methods of instruction.

This knowledge, gained by careful study, and conjoined with practice, constitutes the training of the teacher.—*Joseph Payne.*

During the first ten years of a child's life its business is to grow. The more of an animal we can keep it during this period the better. It ought to eat, to sleep, to play, romp, enjoy itself in a physical way, at this time in its life. It must in part prepare itself for life's work. It lays the foundation of that physical structure which in time will be crowned by mental achievement. I am glad to say people are beginning to understand that children should not be forced too much mentally during the first ten years of life.—*Cyrus Edison.*

Religion has nothing to fear from science, and science need not be afraid of religion. Religion claims to interpret the word of God, and science to reveal the laws of God. The interpreter may blunder, but truths are immutable, eternal and never in conflict.—*Pres. Daniel Coit Gilman.*

The Peabody Education Fund.

DR. J. L. M. CURRY, WASHINGTON, D. C.

The United States has been distinguished by the number and value of the gifts made for education. Most of these have been for the endowment of universities, colleges, scientific schools and museums. Their utility can hardly be estimated. In 1867, George Peabody placed in the hands of chosen trustees \$1,000,000. In 1869 he added another \$1,000,000. Besides these two sums he gave \$1,000,000 in bonds of the State of Mississippi, and \$384,000 of Florida bonds. These two states having repudiated their obligations, the Fund consists now of about \$2,000,000, only the income from which is used for the benefit of education in the Southern states. While "absolute discretion" in the general management was given to the trustees, at the head of whom was the Honorable Robert C. Winthrop, with the Honorable William A. Graham, of this state, as a colleague, Mr. Peabody, with consummate wisdom and patriotism, enjoined that the money should be held in trust and the income be "used and applied for the promotion and encouragement of intellectual, moral, or industrial education among the young of the more destitute portions of the Southern and Southwestern states of our Union; my purpose being that the benefits intended shall be distributed among the entire population, without other distinction than their needs and the opportunities of usefulness to them."

The primary object was to aid the states in their "own exertions to diffuse the blessings of education and morality," and "*free schools for the whole people*," neither more or less, has been, without cessation or change, the constant purpose and end of the Fund. Education being regarded as the right of all citizens and the duty of all states, the trustees have inflexibly acted on the rule of helping those who help themselves. If towns are aided in the support of a free school it is on the condition that the aid shall be supplemented by state or local revenues. If teachers' institutes and normal schools receive appropriations it is only after the states have voted money for their maintenance. No denominational or private schools receive assistance, because the trustees think that education is a legitimate tax on the property of the people, and that no agency can be devised for universal education which is so effective, so just, so

equal, as a system of public schools established, controlled, supported by the state.

During the life of the Fund there have been only two general agents, with the exception of a short period when Dr. S. A. Green, of Boston, very successfully supplied the absence of one of them. These agents, by visits, personal conferences, addresses, correspondence and otherwise, have kept in full sympathy with school officers and teachers and have sought to enlighten public opinion, to secure proper legislation, to elevate the character of the schools, and, by better salaries, longer sessions, higher standards of instruction, to improve the work of the teachers. The best commentary, perhaps, on the usefulness of the Fund is, that at the close of the war, not a single Southern state had a public school system for the education of all the people, and not one had a regularly organized normal school, supported from public funds, to fit teachers for their responsible and most important work. Now, every state has a system of public schools for both races, and one or more normal schools. Besides these, there is the great Peabody Normal College at Nashville, where tuition is free to all students, and scholarships with pecuniary advantages are given to each Southern state.

Mr. Peabody was the greatest benefactor the South ever had, and it seems strange that the states, which have been, and are, the beneficiaries of such a regular and helpful income, should not have erected a monument in the Old Hall in the House of Representatives in Washington to commemorate jointly their grateful appreciation of their indebtedness to his magnificent liberality.

Spring with that nameless pathos in the air,
Which dwells with all things fair—
Spring, with her golden suns and silver rains,
Is with us again.

In the heart of every forest tree
The blood is all aglee,
And there's a look about the leafless bowers,
As if they dreamed of flowers.

* * * There's a sense of blossoms yet unborn,
In the sweet airs of morn;
One almost looks to see the very street
Grow purple at his feet.

—Henry Timrod.

North Carolina History Pamphlets.

The University Co-operative Store has for sale, at low rates, a number of pamphlets containing information of value concerning North Carolina history. We give a list of them for the benefit of our readers.

Memoir of Rev. Elisha Mitchell, D. D., containing memoir by Dr. Charles Phillips, a funeral sermon by Rev. Robert Chapman; funeral oration by Bishop O'Fey at the re-interment on Mount Mitchell, and vindication of Dr. Mitchell's claims to the discovery of the highest peak of the Blacks; with steel engraving of Dr. Mitchell. pp. 88. Price, 40c.

Rev. Dr. Wm. Hooper's "Fifty Years Since," giving sketches of the early history of the University. pp. 33. Price 20c.

Addresses made at the Charter Centennial Celebration of the University in 1889, containing much historical matter. Among the speakers were Governor Fowle, Dr. Battle, Judge Mebane, W. J. Peele, Paul Cameron, T. W. Mason, A. H. Eller, Col. Kenan, Gen. Batchelor, Judge Avery, Dr. Skinner, Dr. Thomas, Major Bingham, James H. Horner, Dr. Alderman, Col. Carr, Maj. Turner Morehead, W. Leach, Mr. James Thomas, Col. C. S. Venable, Dr. H. E. Shepherd, Dr. Crawford Toy, Judge Winston, Col. Burgwyn, Dr. Manning, Dr. DeRossett, Giles Mebane, Judge Grant, Gen. Clingman, T. W. Harriss, R. H. Smith, Dr. Stamps, Gen. Barringer, Judge Dick, Col. Steele, Capt. Ramsey, Gen. W. E. Hill, P. E. Smith, Dr. Beall, Col. Shorter (of Alabama), R. H. Battle, Rev. Mr. Watters, A. H. Merritt, Judge Eura, Capt. W. T. Allis, Thos. D. Johnston, Rev. Dr. Carroll, H. A. London. pp. 250. Paper, 25c.; cloth, 50c.

Education and Agriculture.

LAWTON B. EVANS, SECRETARY BOARD OF EDUCATION,
AUGUSTA, GA.

We have been much concerned in Georgia about the possibility of enriching the course of study of rural schools, in order to properly relate the studies of the children to their future occupation.

To a certain extent it is true that an education should prepare a child for the probable work of his life. This need not supersede the larger fact of preparing him to be a man and a citizen in the general sense, but should rather accompany that fact.

I have noticed that the rural schools are laboring under two very serious misfortunes, and these grow out of indifference on the part of the farmers to the question of education and a misapprehension of the necessity of the case. Let me state plainly these two misfortunes.

1. Any kind of a teacher will do for the country schools. If a girl wants experience she is to get it in a country school. If a young man is not competent for a city principalship he is content with a small place in the country. This is an imposition on the country people that they have not resented. City people would not tolerate it.

2. Any kind of a book will do for the country school. The teacher is forced to be content for the children to bring any reader, any speller, any arithmetic, just so it is a book. The parents say "I used Webster's Blue-Back, and what was good enough for me will do for my child." This is an imposition on the teacher and the child that the country should not allow. The time has come for us to raise a voice in favor of some reforms, and to point out certain principles as a guide.

If the course of study in rural schools is ever to be enriched by the introduction of those subjects that are of vital interest to farm life it will be done after the present teaching force has been reformed and the present country book system has been greatly modified. Then we can hope for the following results:

1. The introduction of nature study in the rural schools. If any kind of a child needs to study nature more than another it is the child who is to get his living out of nature. If "Nature, the old nurse" loves one of her children more than another, it is the one that lives with her all the time, abides under her care and expects to draw his nurture from her faithful breast.

This nature study is to consist of the systematic study of plant life. "How plants grow" and "How plants feed" ought to be text-books in rural schools. Around each rural school should be a protected garden of a half-acre, to be tilled by the pupils. The theory of germination, of fertilization, of reproduction, the study of roots, stems, leaves, pods, seeds, can be made of intense interest. Insect and bird life follow close on the heels of this, also soils, rocks, pebbles. Nature lies at the door of a country school, and begs to be admitted.

In selecting a course of reading books for country schools, why not take Nature readers? "Plants

and their children," and many others of the same sort teach reading, and at the same time give practical knowledge of nature. So far as time goes, I am of the opinion that two hours a week of real, intense nature study is sufficient, and that good results can be secured with that time. If any teacher says "I am not prepared to do this," then my answer is "get prepared, or make way for some one who will." Provide yourself with certain books, such as Wilson's Nature Studies for Elementary Schools; Jackman's Nature Study; Willet's Wonders of Insect Life; Gray's How Plants grow; Newell's Outlines of Botany; and master them, and then teach a little at a time.

It is inexpressibly tiresome to see the eternal and unvarying monotony of the ordinary country school. Not a flower in sight, not a colored drawing of anything of interest to a child, not a leaf nor a plant nor a bud, nor a seed. Nothing but old and worn books and the dull saying of *a, b, c's*. I am prepared to say that the most monotonous, wearying life a child knows is that he spends in an ordinary country school. And it need not be.

2. The introduction of farm arithmetic and farm accounts into country schools. When a child is studying arithmetic let him learn to measure land, bins, wagons. Let him learn the cost of products, the value of markets. Is there not enough calculation for the farmer to do that the child should spend his time at plastering and carpeting, longitude and time, interest and bank discounts? Our teachers really forget the essential in problem giving, the most important things, and dwell long and lovingly on partial payments, when they should be teaching measurements and book-keeping. Farmers do not keep books because they do not know how. They do not know how because they were never taught.

3. A closer relation between the farmers and the school, between the parents and the teachers. A teacher in a country school ought to know something about farming, and ought to be in sympathy with farm life. I am not an advocate of sending city girls and boys out to teach in the country schools, unless they know what they are sent there to do. I am an advocate of special preparation for teaching in the country school.

In the county of which I have charge, I try to get the farmers clubs interested in the schools. Every spring and fall there is to be a special day set apart as School Day, and all the teachers of the country are invited to attend the meeting of the

club on that day. The day is given up to an Institute on farming work, and school work, and all the discussions relate to the schools. The teachers are instructed in agricultural principles by experts brought out for the purpose. The farmers are treated to some plain talk about their duties towards the schools. A picnic dinner, a big speech in the afternoon to make everybody feel well, and the day is a success.

This subject holds more than I have space to give to it, but I may revert to it again.

Primary Reading and Spelling.

EDWARD P. MOSES, WINTHROP NORMAL AND INDUSTRIAL COLLEGE, ROCK HILL, S. C.

At the close of my article in the December number of the JOURNAL, I suggested that, if words are to be learned by sound, the words to be taught must be selected with care and arranged according to sound. If this custom is worth anything it carries with it the condemnation of all early reading lessons that contain words not arranged according to the sound.

I would much prefer that my child should be taught to read by the proper use of the unsightly Blue-Back than by the finest chromo primers on the market with the first few pages perhaps marred by such literal monstrosities as *one, two* and *who*, with diphthongs, regular and irregular, scattered all about with reckless prodigality. A teacher who starts out with such a sentence as "I see a boy," (which contains two diphthongs), can no more teach by sound than she can run by sitting in a chair. No more certain proof could be adduced of the utter indifference now prevailing in this country on the subject of teaching reading than the sort of words one sees on the first ten pages of many of our most popular primers and first readers.

The teacher who attempts to teach sentences at the beginning of the child's course at school, is advised not to spend any time on teaching the sounds of the letters. I cannot conceive what earthly use there is for teaching these sounds unless the child is going to use them. If you teach a boy the sounds of all the vowels and consonants in the language, and then expect him to be able to make any practical use of his knowledge by calling upon him to make out for himself any single word in such a pious fraud as this: "Good girls love to go to

school," you will be sure to come to the deliberate conviction that teaching by sound is a delusion and a snare. But the influence of such a method of procedure is much worse upon the boy than upon the teacher. He has been led to believe that he was going through some incomprehensible rigmarole (as the best phonic teaching appears to every child) in order that he may, in the teacher's own good time, find at the end of his wild goose chase a pot of gold. Having run his race, he finds no treasure, and makes up his mind that all his pains have been for nought, and he is right.

It may be urged that this objection would not apply to the reading of sentences composed of phonetic words, and to this proposition I readily assent. The trouble lies in writing stories which shall contain no irregular words. I do not say that this cannot be done, but I will say that for years I strove in vain to do this thing, and at last gave up the task in despair.

Some teachers who never tried the plan fear that children will find it irksome to read day by day, like the players in Hamlet, nothing but words. But those of us who have followed it know that the pleasure which comes to a child as he finds that he can read word after word without help from anyone keeps up his interest. There are few joys in the world to be compared to the joy of discovery.

The use of diacritical marks in learning to read is a live question. When I began teaching children to read by sound, years ago, I used the diacritical marks, because, I suppose, I thought that letters were not signs of sounds unless they were adorned with curves, breves, dots, etc. It took me a long time to realize fully the fact that letters were made to represent sounds of human speech, and that a letter is just as much a sign of a sound without a mark as with it. The only question then left for me to settle was whether it was possible to devise some plan whereby a child could be taught to give the proper sound to the letters of a word in view of the fact that all our vowels and some of our consonants have different sounds in different words, a fact of which I think I have been cognizant, in some sort of fashion, ever since I was a child. The only way for me to solve that problem was to go to work to see what proportion of the single vowels represented the various sounds. I admit (perhaps I should be ashamed to do so) that I had not the slightest idea which sound was of the most frequent occurrence, nor had I any idea under what conditions the vowels represented a

certain sound. I set myself to the task of finding this out by classifying by sound several thousand words—a plan which I recommend heartily to all teachers who are interested in the subject of teaching reading and spelling. I believe that the first thing I learned was that all vowels have their sounds modified by the letter *r*—quite an important discovery to me, and of which I was very proud until I found it again and again in books—Blue-Back among others. I found from my list that a vowel followed by final *e* was lengthened—a thing which I am inclined to think I knew in a hazy sort of fashion before, just as those good people know it who persist in mispronouncing the words *bade* and *shone*, which are exceptions to this rule. I found that *a* had the broad sound only before the letter *l* or after *w*, as in *hall* or *water*; that *a* had the sound of short *o* only after a sound of *w* as in *wash* and *squad*; that *ee* had almost invariably the sound of long *e*; that *ea* and *ou* were outlaws almost beyond the pale of civilization, &c., &c., &c. During the progress of my studies in this direction, which extended over several years, I found help in that portion of the preface of Worcester's Dictionary which treats of the subject, and later I found some very helpful and interesting discussions of the subject in the body of Century Dictionary under *a*, *e*, *i*, *o*, *u* respectively. Both these books are easily accessible to teachers who are in reach of a library of any pretensions.

As nine-tenths of the words of our language, if properly arranged, can be learned by a child without the use of a single diacritical mark, the use of the marks in teaching these words is a waste of time and strength. Whether the marks should be used for the remaining one-tenth is a question about which I am unwilling to dogmatize, though I am free to say that I had much rather tell the child what is the matter with such words than put him to the trouble of learning all those little signs that are a weariness to the eye and the brain and the flesh. When we come to words like *great*, we tell him that it isn't spelled right in the book, but advise him when he uses it, to spell it as it is in the book, lest some one who doesn't know any better may think he doesn't know how to spell.

To go further into the details of the work of teaching a young child, day by day, to read by sound without the use of diacritical marks, would be a downright imposition upon the kindness of the editors of the JOURNAL OF EDUCATION as well as upon the patience and rights of those who read it

and a tax upon my own strength that I would be wholly unable to meet.

In bringing to a close a discussion which I fear I have already extended beyond all reasonable limits, I will say that whoever will read the presentation of this question by one Charles Hoole, a school-master of London (1660) in Barnard's great Journal of Education will find that he covered the ground so thoroughly that nothing else worth saying remains to be said on the subject.

I trust that the editors of the NORTH CAROLINA JOURNAL OF EDUCATION may see their way clear in some future issue to print this remarkable contribution to pedagogical literature.

The Newspaper in School.

CHAS. L. COON, CITY SCHOOLS, CHARLOTTE, N. C.

The State Superintendent of Mississippi, in his last report to the legislature of his state, urges that the newspapers be used for the teaching of history in the public schools.

No one denies that the newspaper is the history of to-day. It is preposterous, then, to talk about interesting children in history one hundred or two thousand years old, if you cannot and do not interest them in the acting, living present. If you cannot keep a boy alive on water taken from the babbling, running, clear stream of the present you may despair of keeping him even moderately healthy on the stagnant pools of the dead past. It is simply absurd for a boy or a girl to study ancient history or United States history, and rank high in his classes perhaps, who does not know what is meant by the Dingley tariff, Cuban belligerency, and the thousand things that are engaging the attention of all thoughtful people. Talk about creating an interest in intelligent citizenship in the public schools where the daily events of the community are not discussed under intelligent guidance! You may as well save the time you devote to civil government and history, if you do not do the only thing that will make these subjects live.

Is it more important to know the names of the Revolutionary generals than to know the names of the county officers, or the aldermen, or the state officers? If I could teach only one or the other, I would certainly teach the names of the county officers, and their duties. Is it more important to

know about taxation without representation than to know the present tax rate in county, state and town? Is it more important to know of the "Trent Affair" than to know the condition of affairs in Cuba? The answer to all such questions is plain. Let me give some personal experiences just here. I have known high school pupils who could tell you the names of the founders of the seven ancient monarchies, who were innocent of a knowledge of the names and duties of the school committee in charge of their own school. I have seen grown boys and girls who could talk to you about the Greek gods, but who could not tell you who their congressman was or in what congressional district they had the pleasure of living.

Now this thing is not to be found in the backwoods districts alone, but in the towns and cities of the state. Is there reason or sense in the perpetuation of this thing? There is none unless teachers wish deliberately to hinder children from becoming intelligent citizens. If we cannot do more, we can talk to the children about the events of the week. We can tell them about the duties of the school officers, the county officers, how elections are held, what the issues of the campaign are, what the county government costs, what the state government costs, what the schools cost, and the like. Naturally some inquisitive boy or girl will ask where he can find such things. The teacher can direct him to some good newspaper, to his father, or to some one in the neighborhood, for additional knowledge. In this way the teacher can get school affairs and a thousand other burning, living questions discussed in every home in the district. Why not do it? As you value the future of your children, as you value the welfare of the state in these days of popular unrest you should do this solemn duty you owe society as a public servant of that society.

And this is not all. You will be teaching the children new words, new ideas, new modes of expression, and the faculty of discussing events intelligently. By giving them a knowledge of the present you give them a knowledge of the past, for there is no event of to-day that is not linked to the past in some way. And the intelligent teacher knows well enough that all this would make his school a real school, a place where learning, and thinking, and seeing, and doing all go hand in hand to the end that children are taught something that will do them more good than all the dead, meaningless desolation and dry bones on

which we sometimes feed the future voter and citizen.

I give below the outline of a topic that I have recently discussed in school.

CUBAN BELLIGERENCY.

The meaning of the term "belligerency."

The cause of the present war in Cuba.

The policy of the autonomists, the anti-autonomists.

Reasons for the recall of General Weyler.

The political parties and leaders in Spain.

Leaders of the Insurgents.

The geography of Cuba.

The probable result of the war.

Our interests in Cuba.

Prominent Americans who favor Cuban belligerency; those who oppose it, and grounds for the opinions of each.

I write earnestly about this matter, for I feel that we are not doing the work the schools should do if we leave this work undone. I believe it is more important than arithmetic, a subject which consumes more time in North Carolina than almost all the other work of school, except reading. If I were teaching geography, and history and spelling, and civil government in a school, I would combine them all and teach them out of a newspaper, using the books for reference.

The futility of cramming meaningless geography into children's heads will appear to most people on second thought, except those who teach it and those who make and publish the books. It was only yesterday that I saw a graduate of our University take up an atlas and institute a search for the English Channel. There is no doubt that man had had that question asked him fifty times in school. This only shows how long some of our senseless teaching lasts. My hope is that we may be wise enough to see the necessity of, at least, some teaching of a better kind in the schools.

In order to get the fullest benefit from a scientific education the teacher should endeavor to bring his pupil face to face with the great problems of value, as though he were the first discoverer.—*Joseph Payne.*

I shall be disappointed,—I shall fail in the leading object that brought me here unless these young men all become consistent Christians.—*Robert E. Lee.*

Geography Which Follows Lessons on the Weather Chart.

MISS M. W. HALIBURTON, NORMAL AND INDUSTRIAL COLLEGE, GREENSBORO, N. C.

1. Field Lessons to Gather Samples of Different Soils.

Since in the lessons on the weather the children have constantly had before them the changes of the temperature, and in those which centered around the chart they have studied, in childish experimental ways, the formation of frost, rain, etc., the geography which naturally follows is such as treats more fully of the effects of these agents on the surface of the earth; for the most active causes of erosion are changes of temperature, the weathering and cracking of rocks, and the washing of rains.

On those cold mornings when the road-sides, banks and fields bristled in spots with the glittering spikes of ice, generally known as "frost," the children went to study its appearance with a view to discovering, if possible, wherein its formation differs from that of the white, or "hoar" frost, studied when seen upon the grass, leaves, etc.

They paused to look at the small stones pushed from their beds in the foot-path by this frost. They went into the woods and found the frost pushing the bark from old logs, splitting old stumps, soaking into rotting leaves, and in other ways helping on the decay of vegetation. They found a rocky ledge, its crevices filled with earth, frozen water, and sometimes a growing root. They staid out long enough to dig at different places and measure the depth to which the ground was frozen. All this was to see the frost at work. After getting indoors the teacher, by recalling past experiments with water frozen in bottles, lumps of clay and cracked stones soaked and put out to freeze, and by relating these to what they saw outdoors, had helped the children to understand that the "frost" they had just seen was water, which, gathering in crevices and soaking into the soil, had in freezing expanded into the form observed.

Now that the rigor of winter has passed away, these field lessons should be longer and more frequent, the children returning to the same spots to study the effects of this active force. One of the most important results of erosion being soil-making, these longer excursions may well begin with one to collect samples of different kinds of soil.

Go back to the woods, to the very stumps and logs from which the children have seen the frost wedging off bark and fibre. Gather the wood-soil made from this, and the mould from the soaked and rotted leaves.

What has become of the bark and leaves we saw the frost breaking up? What color is the earth here? What made it this color? Is it hard or loosely packed? Carry back some for the window boxes, and for other experiments.

Stop where they saw the frost at work upon the clods. What did the farmer do to this field to loosen the ground? (Ploughed it.) Why does he want it loose? (This leads to the needs of plants, which is only touched upon here, and taken up more fully before the study of plant life.) Why does he sometimes plow it before the spring? How far did we find the ground frozen here? See how easily these clods crumble between my fingers! How has the frost helped the farmer? How does this soil differ in appearance from the wood-soil? What makes this so dark? (The children probably know something of the use of fertilizers, but a fuller description of the subject should be left for those later lessons in plant study.) Carry back some of this soil as samples of field-loam.

Pause by the roadside to look at the clay the children saw pierced by Jack Frost's glittering bayonets. Observe the fine soil left after repeated thawings. How far did we find the ground frozen here? Did we often find the water settled here? Did it remain muddy here longer than in the other places? Where did the beautiful icy spikes we saw last winter come from? Do you remember what some of them still held on their tops? Did the frost in the fields and woods look like that? How does this soil differ in appearance from other soils we have collected? How else does it differ? What is this clay used for? Would the wood-soil and field-loam make as good bricks, etc? Why not? Is this as good for plants as they are? Will plants grow at all in pure clay? We will take some back for our window boxes. We will plant in some seeds, and see if they will grow well.

Have the children collect from beside the rocky ledges pieces of stone showing their sharp edges and corners. Refer to the ice they saw in the crevices, lead them to infer from what they have learned of the expansive force of freezing water that these chips are due to the frost's activity. From here lead the way to the nearest brook, taking the direction the rain would follow. Call at-

tention on the way to pieces of stone *like those found near the ledge*, but with blunted edges. This is not the time to speak of *why* they are here. That must come in a following lesson; so also must the history of the more rounded pebbles and the sand which they stop to gather from the brook.

Indoors the children will plant the same kinds of seeds in separate boxes filled with the different kinds of soil to find which is suitable for plants. Is clay? Is sand? Which is best, wood-soil or field-loam? How can we make the best soil for plants? How shall we mix the soils? Experiment with water to see through which soil it passes most readily. Having sorted and put aside in bottles the different kinds of soil, the children will discover in the excursions which follow more about how soil is made.

What is outlined above cannot be done in one lesson, but each trip should be taken up from the point at which the preceding one was broken off, all being joined together as nearly as possible into one whole.

How We Studied the Rhine.

FANNY C. FARINHOLT, ASHEVILLE, N. C.

I once knew an old German professor of music who would exclaim with the emphasis of conviction, "You must make *de piano sing*; if you don't make it sing you make no music—you only make noise." I believe that a paraphrase of this is true in geography teaching; you must make the countries live, if you don't make them live you do not teach geography—you only teach words. How to accomplish this end was the problem before us in the Asheville schools. We knew that the manuals of geography were wrong, but what was right?

Then, by good fortune, Parker's "How to Study Geography" came in our way, and we adopted its plan with the avidity of people who are filling a long felt want, but although the children took to the change readily, and we had weeks of satisfying study of slopes, drainage, modifiers of climate, etc., etc., there still was something lacking, and we began to see the reason for the constantly recurring suggestion in Col. Parker's work "Tell here the story of ———."

The truth is that the pupils in our public schools are mostly from homes of scant culture, and in order to make them realize at all any ways of life different from their own, recourse must be had to

stories or descriptions brought into their range of comprehension, and to pictures of the scenery, people, etc., that are being studied.

I wish I could give the actual school-room work of our study of the Rhine, as I have been asked to do, but space would fail me, as may be believed when I say that the lessons took three weeks at least. The ideal before the teacher was to show the influence of the river—to make evident the physical characteristics along its course, and how these had shaped, to a great degree, the character, occupations, thought and architecture of the people; to help the pupils, too, to *see* this life, so different from their own—in a word to make the country live to them. An Irish knack of impromptu storytelling made it possible for the teacher to take the pupils on the voyage, and to describe their personal adventures in such a fashion as to impress various important points upon their minds.

Previous to these detailed lessons the class had carefully studied the relief and drainage of Eurasia and knew the source, course and mouth of the Rhine on the maps (I am afraid it was to them a crooked black line running over a pink patch—just as we knew rivers when we learned (?) geography), but the wonderful river with its undying charms was still as a fountain sealed to them. As an introduction to it, the geographies were laid to rest in the desks, and the children were asked to study, line by line, the following selection from Childe Harold. It will be seen that the personal lines, so constantly introduced in Byron's work, were left out; and if this plan be followed there are few poems so rich in beautiful and musical description as Childe Harold. Try the effect of metrical geography lessons from great poems, and see how the children will grasp the thought and rejoice in the rhythm.

The castled crag of Drachenfels
 Frowns o'er the wide and winding Rhine
 Whose breast of waters broadly swells
 Between the banks which bear the vine,
 And hills all rich with blossomed trees,
 And fields which promise corn and wine,
 And scattered cities crowning these,
 Whose far white walls along them shine.
 And peasant girls, with deep blue eyes
 And hands which offer early flowers,
 Walk smiling o'er this paradise;
 Above, the frequent feudal towers
 Through green leaves light their walks of gray,
 And many a rock which steeply lowers

And noble arch in proud decay,
 Look o'er this vale of vintage bowers.

The river nobly foams and flows,
 The charm of this enchanted ground,
 And all its thousand turns declare
 Some fresher beauty varying round.

The solar camera with an excellent selection of Rhine-views was then introduced, and the pupils noted the birthplace of the river up there in the Alps—saw the high mountains, the great glaciers, the nurses of infant streams, and watched the swine herdsmen go in their cottages perched above ravines, thence they went on to where, still amid high banks, the baby Rhine becomes a lusty youth, and a broad-breasted man. They were asked to mark the change in architecture, and to take note of the vegetation—many a moment of study was given to discover the vineyards, hop gardens, etc. The old castles were shown, and the robber barons made to inhabit them once more. Drachenfels, Rhinefels, the Mouse Tower and others were thrown on the wall, and the appropriate legend was told unblushingly—there were no realists in the room to protest. Even Cologne Cathedral had its legend related as well as its wonderful history; and, as the children realized that, begun before Columbus discovered America, it was only completed a few years ago, something of the spirit of those old cathedral builders dawned upon them, and they looked with renewed interest upon that matchless architecture whose makers worked for eternity. Ehrenbreitstein with its mighty fortifications and its supplies to withstand a siege was dwelt upon, and its reason for being was discussed. At the foot of his monument Gutenberg's pathetic story was told—and so it went, until the old river, grown sluggish in its movements, is lifted out to its final rest in the North Sea, by the windmills of Holland.

All of this took several lessons, and at the end of it each pupil was asked to write of some incident, scene, legend, or man which had interested him or her on the trip. While the interest was at white heat, they were also encouraged to hunt up, outside of school, sketches, stories and pictures of the Rhine. A varied collection was thus obtained. The children were also questioned again and again on the principal points to be emphasized, and were encouraged to ask questions of each other. This questioning by the pupils themselves is an excellent means of learning how they see a subject, be it said in passing.

The solar camera was a great aid, but no teacher lacking it should be discouraged. We had no views of the Amazon, for instance, and yet our voyage up that river was always the children's favorite one.

I have always recognized the danger that this sort of teaching may become only a pastime, discouraging the taste for hard work; but we must remember that our public school children need to have developed the very qualities which this fascinating study brings out. By it their knowledge of cause and effect is deepened, their imagination is quickened and trained, their horizon is vastly broadened and trained, their vocabulary is enriched and their perception of the great world-kinship is sharpened—while a judicious selection of poetry, stories, and pictures is a great means of cultivating literary taste.

This work described here belongs to the intermediate grades, beginning with the children who can read intelligently such a book as Swinton's Fourth Reader, we will say, and going on through the next two years. In it is the teacher's opportunity to review the former physical geography work done in the lower grades, to lead to clearer and fuller knowledge of physical features and to prepare the way for the pupil's future, intelligent study of history and literature.

Elementary Arithmetic.

PHILANDER P. CLAXTON, NORMAL AND INDUSTRIAL COLLEGE, GREENSBORO, N. C.

The work indicated under the heading "Sixth Step" should result in a thorough mastery of the multiplication table and a perfect understanding of the principles of multiplication, division, fractional parts and ratio; and, if the teacher has done her work well, the child will have strengthened the power and habit of visualizing. He will always see more or less clearly the equal groups combined into one larger group, or the one larger group separated into a number of smaller groups. This drill will also have given the child the power to see the conditions of any problem and to reduce it at once to one or more simple equations requiring a known process of counting. No other method will accomplish this result so readily and so surely.

The next four steps involve no new facts or principles, only the application of those already learned to problems of multiplication, division, fractional parts and ratio.

Seventh Step.

This includes problems in multiplication and may be divided into two parts—short multiplication, in which not more than ten groups are put together; long multiplication, in which there are more than ten equal groups.

Two illustrations will be sufficient for the first. How many splints in nine groups of two thousand, eight hundred sixty-four each?

$$9 \times 2,864 = 25,776.$$

The child should see mentally the nine groups. He then counts. Nine groups with four ones in a group are thirty-six—three tens and six ones. Nine groups of six tens each are fifty-four tens. The three tens made from the ones are added, and we have fifty-seven tens—five hundreds and seven tens. Nine groups with eight hundreds in each group make seventy-two hundreds. The five hundreds added make seventy-seven hundreds. Ten hundreds make one thousand; so we have seven thousands and seven hundreds. Nine groups with two thousands in a group make eighteen thousands. The seven thousands added make twenty-five thousands—two tens of thousands and five thousands. So, by putting the nine groups together, beginning with the ones, and combining ones into tens, tens into hundreds, etc., we have six ones, seven hundreds, five thousands, and two tens of thousands. These are written in proper order in the second part of the equation.

Eight boxes of apples contain 3,047 apples each. How many in all? The child sees the apples in the box as three thousands, four tens, seven ones. Eight sevens are fifty-six—five tens, six ones. Eight times four tens are thirty-two tens. Five tens added make thirty-seven tens—three hundreds, seven tens. There are no hundreds in the groups, but we have made three from the tens. Eight three thousands are twenty-four thousands—two tens of thousands, four thousands.

$$8 \times 3,047 = 24,376.$$

The child may be prepared for long multiplication by recalling facts like these: Ten fours equal four tens. Ten sevens equal seven tens. Ten thirties equal thirty tens. Ten times four hundred equal four hundred tens, etc.

$$10 \times 4 = 40.$$

$$10 \times 6 = 60.$$

$$10 \times 7 = 70.$$

$$10 \times 9 = 90.$$

$$10 \times 40 = 400.$$

$$10 \times 34 = 340.$$

$$10 \times 400 = 4,000.$$

$$10 \times 434 = 4,340, \text{ etc.}$$

One hundred fours equal four hundreds. One hundred eights equal eight hundreds. One hundred sixties equals sixty hundreds. One hundred times seventy-eight equal seventy-eight hundred, etc.

$$\begin{array}{ll} 100 \times 4 = 400. & 100 \times 78 = 7,800. \\ 100 \times 8 = 800. & 100 \times 200 = 20,000. \\ 100 \times 60 = 6,000 & 100 \times 248 = 24,800, \text{ etc.} \end{array}$$

The only danger is that the writing of the results may too soon become purely mechanical.

The child must also see that thirty times a number is three times ten times the number, three tens of it; forty times a number is four tens of it; 700 times a number is seven groups with a hundred times the number in each group.

$$\text{Thus } 30 \times 4 = 3 \times 40 = 120$$

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(Read across. Thirty fours=three tens of fours.)

$$\begin{array}{l} 40 \times 7 = 4 \times 70 = 280. \\ 80 \times 32 = 8 \times 320 = 2,560. \\ 200 \times 9 = 2 \times 900 = 1,800. \\ 300 \times 75 = 3 \times 7,500 = 22,500. \\ 4,000 \times 94 = 4 \times 94,000 = 376,000, \text{ etc.} \end{array}$$

The child, having learned to count by tens, will readily see that twenty-four times any number is twenty times and four times the number, that 647 times a number is 600 times, 40 times, and 7 times the number, etc.

With this preliminary preparation, problems in long multiplication will be easily done and readily understood.

Take as an example 364 groups of splints, with 863 splints in each group. This means

$$\left. \begin{array}{l} 300 \times 863 = 3 \times 86,300 = 258,900 \\ 60 \times 863 = 6 \times 8,630 = 51,780 \\ 4 \times 863 = 3,452 \end{array} \right\} = 314,132$$

But this may be shortened thus:

$$\begin{array}{r} 364 \times 863 = 314,132. \\ \underline{258,900} \\ \underline{51,780} \\ \underline{3,452} \end{array}$$

For the sake of further illustration, we will take one more multiplication.

$$\begin{array}{r} 6,407 \times 8,034 = 51,473,838. \\ \underline{48,204,000} \\ \underline{3,213,600} \\ \underline{56,238} \end{array}$$

In this case we first find 1000 times 8034, which is 803400 (If necessary at first, small ciphers or dots may be written above and to the right of the number, 8034⁰⁰⁰), and 6 times this product. We then find, in the same way, 400 times the number; and finally 7 times the number. These products together make up the total product. And the child easily understands how it is. No step is obscure, and there is no juggling with figures.

Write the process after the usual manner, thus,

$$\begin{array}{r} 8034 \\ 6407 \\ 56238 \\ 32136 \\ \underline{48204} \\ 51473838. \end{array}$$

and ask your children to read the partial products. Unless they are better taught than ninety-five per cent. of three thousand teachers questioned, they will say, Seventimes eight thousand, thirty-four are fifty-six thousand, two hundred thirty-eight; four times eight thousand, thirty-four are thirty-two thousand, one hundred thirty-six; six times eight thousand, thirty-four are forty-eight thousand, two hundred four. They will then tell you these numbers together make fifty-one million, four hundred seventy-three thousand, eight hundred, thirty eight. And, what is worse, they will think this true, wholly ignorant of the fact that the second number is hundreds and the third thousands. I said they will *think* this true. Unfortunately they *do not think* at all, and the feeling only grows stronger, that arithmetic is a mysterious affair, which one may not hope to understand, the only hope being that after a sufficient amount of blind figuring the correct answer may appear somehow, somewhere. It is an unpardonable pedagogical sin to permit any such blind work to be done anywhere in arithmetic. There is nothing mysterious about the subject, nothing requiring the mechanical following of rules and directions, nothing the average child may not easily and fully comprehend, if properly presented.

The form of writing is not necessarily essential, but every problem consists of one or more simple equations, and much will be gained by writing all problems so. Besides, a little practice will show that the form indicated has many advantages and few disadvantages in business practice.

No legacy of sin annuls heredity from God.

Literary Culture and the Teacher's Relation to It.

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Literature is essentially a culture study. There are no patent methods whereby literary culture can be manufactured to order on short notice. There is a sort of literary veneering that can be thus manufactured and put, like a garment, on the outside of men; but genuine literary culture is a growth, a slow growth, a growth that enters into the make up of the warp and woof of the intellectual and the spiritual life, and that springs from seeds dropped into the mind and heart of man. Whatever of it is visible to the outward eye is but the beautiful flowering of the plant silently and mysteriously growing within. The forcing process would sadly mar this plant. Time must be given for meditation, for reflection, for the seed thoughts and emotions to take root, deep root in the inner life. Verily must the teacher and the student of literature "learn to labor and to wait."

In the great books of the ages are to be found the best expression of the greatest thoughts of the greatest men "that ever lived in the tide of times," and the distilled essence of the sweetest and the mightiest spirits that were ever "closed in with this muddy vesture of decay." These books, then, are the inexhaustible store-houses of the seeds of literary culture, and to them must the true seeker after such culture come. He must come, too, directly to original sources and find and garner for himself these mystic seeds.

I doubt if literature can in any true sense be taught; the body of it may be dissected and the mechanisms of it observed and taught, but the soul, the spirit of it must breathe itself into the mind and soul of each student. Verily, of literature there is a body and there is a soul, and of nothing else is it more true that "of the soul the body shape doth take." It is needless to say that by the soul, the spirit, of literature is meant the thought, or the emotion to which fitting expression has been given. This is, of course, the life-giving, the culture-giving part of it, and the part, therefore, to be devoutly desired and earnestly sought.

"'Tis life, whereof our nerves are scant,
Oh life, not death, for which we pant;
More life, and fuller, that I want."

The study or the teaching of the mere body of

literature dissevered from its soul is a corpse-study, a corpse-teaching.

In this process of acquiring literary culture, the work of the teacher is one of selection, direction, and stimulation. If culture and not mere knowledge be the aim, the student must be brought into immediate contact with the life and use of literature, an intimate connection must be established between his mind and heart and the mind and heart of the writer. He must think the thoughts of the writer and feel the feelings of the writer. These thoughts will become the seeds of a thousand others in his mind, these feelings the seeds of a thousand others in his heart. To aid in bringing about this connection between the mind and the heart of the student and the mind and the heart of the writer, to become, in some sense, a medium through which such a connection may be established, is about all that the teacher of literature can do or ought to try to do. This is a delicate and difficult task—this task of establishing a thought-connection between two minds, a soul-connection between two souls—and yet, as we see it, this is the task of the successful teacher of literature.

Spring Nature Work.

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The teacher who has not yet begun nature study could find no more favorable time for beginning than this. Spring is full of interest even to the most prosaic. To some the budding trees may speak only of coming fruits, and the greening soil of early vegetables; awakening animal life may be noted only when the "spring chicken" begins to "peep," the increased warmth and brightness be regarded but as changes in conditions which bring added creature comforts. To others this grand awakening in nature is one glad, glorious anthem, when they

"Hear the wind among the trees
Playing celestial symphonies,"

and

"See the branches downward bent
Like the keys of some great instrument."

To the little children, who love the joyous summer that is to come, and who are by nature interested in all life, development and growth, it is a time full of hope and expectancy. They need lit-

tle urging, now, to use their eyes. But before beginning special lessons on any one phase of life, as of plants or animals, it is well to have, for some time, general observations of the changes going on about us. The teacher should direct the children's attention to the beauty of the buds tinting the willow and flushing the maple, before they are put to studying their structure and arrangement. Twigs in vases, bulbs in glasses, and seeds in boxes should have been preparing them through late winter for what is coming everywhere out of doors. The morning talks and memory gems should be selected with a view to developing a deeper love and sympathy for nature, to cultivating the understanding heart, as well as the seeing eye and hearing ear.

On one corner of the black-board the words, "Signs of Spring," should have been written some time before. The space reserved beneath begins to fill as it is announced and recorded, that

"Frogs are 'peeping'"
 "Maples are budding,"
 "The sun rises earlier,"
 "The days are growing longer,"
 "Birds are beginning to sing,"
 "Crocuses are blooming,"
 "People are making gardens," etc.

But when some wide-awake boy announces, "I saw a robin yesterday," and some one else adds, "I heard a blue bird this morning," the talk turns on birds. The teacher might then begin for them a bird chart. It may be kept on the board, if there is room, or made on manilla paper. It should have places for telling

Name of Bird.	When Seen.	What Doing.	How many Together.	By whom Seen.
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The number of arrivals increases very rapidly, and the children are kept busy watching and finding answers to the teacher's questions as to manner of flight, whether seen in pairs or in flocks, what it eats, what preparation for making its nest, at what time of the day it sings most, whether it stays mostly, in gardens an orchards, in deep woods, or along streams. As the weather grows warmer the class might go once a week (Saturday morning is best, if the teacher can spare the time) to note the habits, etc., of some bird recorded on the chart, and with which only a few are acquainted. Boys can help by imitating the songs.

From the observation of birds they naturally go

to that of animals and what is called a Natural History chart may also be kept. This will not grow too rapidly if only those animals brought to school for study be recorded, and not more than one is taken up at a time. It should consist of

Name of Animal.	By Whom Brought.	Remarks.
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The space for "Remarks" should be large enough to contain a brief statement of the more important habits of the animals, to be learned by observation.

This work will produce a two-fold result, one of knowledge and training in close analytic observation, and, not less important, a broad and sure foundation for æsthetic and moral culture.

Individual Obedience,—Seek to Incite the Good Will of the Child.

MARIE PAPE-CARPENTER, IN KINDERGARTEN REVIEW.

When we are concerned with a case of individual obedience, where there is a temporary advantage which we wish to secure, we may address either the child's sense of justice or his desire to please. Children love to do favors. This we ought to recognize, bearing in mind that it is better to obtain the desired end through their good will than to detract from their independence; and remembering also that we are thereby exercising their good will.

Commands suggest opposition, and strife then becomes inevitable. If the child gets the best of it any one can see how harmful that is. If the teacher wins the day, the child sees only that the right of the strongest is sanctioned. A request, with children as with adults, is sometimes the strongest of commands, and gains the best obedience. I will give you an example.

Prosper was a strongly constituted child, sanguine, mutinous and headstrong. He was accustomed to the liberty of the street, to the manners of the lowest quarters, to rough movements and imperious wills. In a word, Prosper seemed the last child in the world to submit to the exigencies of discipline. Brutal, he was my terror at recess; while, in the schoolroom, his noisy ways made him my despair. One day when his turbulence and heedlessness had passed all bounds and thrown the other children into disorder, I came to the conclusion that I would be obliged to close the school earlier than usual, and was just about to do so when I saw seated on the step or seat at the feet

of prosper a very little child, the only one unaffected by the tumult, who had quietly gone to sleep, and whose head in nodding threatened to strike the rail which was placed at the edge of the lowest step or seat to keep the children from falling off. Here lay my means of safety! I pointed out the child to Prosper, and without letting him see any of my displeasure, I *requested* him to arrange his knees so as to support the head of the child. Immediately, and with the very best grace, he did as he was asked. I laid the head of the sleeper against him, and the little rowdy made not another move. I was delighted. However, in order to test him still further, I began some games and gymnastic exercises. But neither the example of his comrades nor the attraction of the activity and fun could make him change his posture in the least. He laughed and sang with us, but did not allow himself to make the slightest movement.

However strong the inclination to do wrong may appear to be in children, be assured that they are drawn toward the good with still greater ardor, if only we know how to inspire them. There is no greater pleasure for man than that of rendering service, when his interests are not directly opposed and when his tastes have not yet been perverted. Whether from courage or ignorance of danger, children are less easily intimidated than coaxed. To convince yourself of this, say to one child: "I want you to go out on the lawn a few steps. If you don't I will shut you up,—or put you on bread and water,—or beat you!" And then say to the others: "My dears, here is a letter which I would like to send, but the person lives a long way off and it is raining hard. None of you would like to go, would you?" All the little hands will go up in a trice to snatch and bear off the letter; while in the first case you will only have encountered a resistance noble in its principle, unless there happens to be among your children, by exception, an embruted or cowardly child.

Let me give you a proof of this truth. Eugene, who was very prompt and regular in his attendance at school, had one day breakfasted at seven o'clock, and might consequently be supposed to have a very sharp appetite when twelve o'clock rang. So, the class having been dismissed, he ran to get his empty basket, and taking his little brother's hand, came to me for permission to go home; for, in spite of my efforts, the custom of going home for dinner still prevailed. Wishing to test his affection I said to him: "You are in a great hurry to go, my boy,"

(but using the familiar "thou," as I allowed myself to do with the good children). "That is because I am very hungry," answered he. "I am sorry," said I, "I should have liked to have you with me all day." Eugene said nothing, but looked down at his little brother with evident hesitation. "If it is on your little brother's account," I remarked, replying to his thought, "You need not be troubled; I will give him some dinner." "Then I will stay," declared Eugene, relieved of a great perplexity, and, raising his head joyously, he went at once to give his basket to the school nurse. Thus, confiding in my promise about his brother, he resigned himself to going without his dinner with the best of grace, since it would give me pleasure. I was deeply moved by this mark of affection and thanked the child with real tenderness, but I had his basket given to him again and allowed him to go home.

Since then I have thought that I terminated this pretty scene unskilfully; for to change my mind suddenly, without giving the child any suspicion of a valid reason for so doing, was either to show myself capable of caprice or to reveal to him that I wished to try him,—to test his secret feeling. And even though such a discovery as this might not give our little scrutinizers the idea of being capable of playing a trick upon them sometimes, I think it would be better not to run the risk of disclosing to them the secret of our various resources.

Child Study and the Science of Education.

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[Condensed from paper read before the Department of Superintendence, National Education Association, Chattanooga, Tenn., February 23, '98.]

Sympathetic observation of children, in other words, rational child study, has helped the science of education in certain important ways. While child study may have contributed little that is entirely new, it has emphasized certain truths which were before only dimly known, and it has emphasized them in such a way as to make them operative. That ought not to be called knowledge which has no outcome in action.

Child study has quickened the blood in the old science of education by some welcome directions for developing what is potentially in the child. Observation of children has disclosed some of their

leading potential capacities which have not had sufficient nurture under the old order of education. If we have through a study of children a clearer idea of their potential capacities, we can certainly educate the child more scientifically.

First and foremost, child study has shown that the strongest potential capacity is the capacity for action. If teachers reply that it needed no prophetic child student to tell us this, the query must come sharp and quick, "Has your teaching been such as to develop or throttle this capacity for action? Have you trained children to become men of action in the world of ceaseless struggle, or have you endeavored to paralyze their love of activity by feeding them almost exclusively on what Shakespeare has termed the alms basket of words?" There could have been no effective knowledge of childish activities unless they were ministered unto. If you know and love your vocation, feed the activities of your lambs.

Observation of children has pointed out the fact that this capacity for action takes chiefly the direction of imitation. Before the end of the first year the child has begun to imitate the world around him. He is, consciously or unconsciously, trying by his own activities to create a copy of that world. Every one who comes within range of the child's senses is his keeper.

Imitative actions leave in the motor nerve cells an impress, or a neural tendency to reproduce the movements unconsciously. A child of twelve months recently imitated the opening and the closing of his father's hand. While the child was sleeping, following night his hands opened and shut like its father's. Since the child was then unconscious, these movements could not have been mental; they were the result of a new material disposition in motor nerve cells, which discharged automatically in the direction of former activities. In other words, actions effect a change in motor nerve cells and that change is the physical basis of motor memory. Sleeping children have often been noticed to move their limbs, pucker their lips, and scowl, in imitation of parent or nurse. A permanent modification in the nerve cell is usually the result of these imitated actions, which will tend henceforth to become unconsciously persistent. These truths ought to make us realize in a new light what is meant by tying the child helplessly to his own past. If we have given the child his fitting birthright, we have during his imitative period ingrained in his very nerve cells a tendency

to habitual actions of the right kind. Only such a child is ever enfranchised. He has the lower order of things a matter of neural certainty.

In some respects this age has deteriorated in teaching, and some of this deterioration is due to those who are ceaselessly crying, "parrot teaching." It is high time for some one to champion the parrot's place in nature, unless it can be shown that the Almighty or nature made a mistake in evolving the parrot and imitative activities of children. Parrot teaching has its place just as much as teaching of a different order, and neither can take the place of the other.

How any teacher who knows the predominant potential capacity of the child and the necessity of repetition for a lasting basis of neural memory, can decry a large amount of parrot teaching is simply inexplicable. When a child learns the pronunciation of his own or of a foreign tongue, the more parrot-like he follows a perfect model, the better. Any language is largely arbitrary. A rose might as well have been called by some other name. Spelling is worse than arbitrary. Many results of the newer education have been of the uncertain scattering type. There has been but little absolute neural certainty about the child's acquisitions.

In these later years I have witnessed the sowing of the seed for a crop of miserable spellers, and I have lived to see the crop reaped. Good spelling had in the majority of cases required much parrot repetition, and of course that could not be tolerated. The old school-master may not have known the technical name of motor memory, but he did know better than to attempt to put frills and furbelows on the garment of the child, while the garment itself was a thing of shreds and tatters, which barely hung together.

The only reason that I can see for decrying the development of the child's imitative powers is because some teachers may think that this training, which merely lays the foundation is to be all and the end of all teaching. A dwelling-house is something more than the foundation, and education must build lofty stories of thought on these foundations of imitation, or they will be laid in vain. Parrot training must be in inverse proportion to the age of the child.

The study of children has emphasized the need a higher type of motor education. This might be termed the imaginative type, and it is noticeable that whenever a child begins to alter his toys or to

construct something new. Fifty years ago a larger percentage of children received this training in the greatest institutions for motor education ever received. We have to-day the kindergarten, which does excellent work for a very few years. After leaving the kindergarten, the child seldom receives more motor training than what he picks up of himself in his games. The manual training school has recently been established to supply this deficiency. The object is altogether a worthy one. Has it succeeded, or does the manual training school, like institutions of a different kind, need changing in certain points? It must be understood that our attitude toward a school with such an object cannot possibly be antagonistic. We have in this country a number of great technical institutions, which pre-eminently fit young men for action, whether in building bridges, railroads or in working mines. A president of one of these technical schools said to me that having tried students prepared at a number of training schools, he preferred the graduates of English or classical high schools. I shall not give his reasons, as he may shortly wish to state them himself, but such an opinion from such a source is worthy attention.

Fifty years ago there was not the present crowding into the cities. Men like George Washington, Daniel Webster and Abraham Lincoln had the magnificent motor training of the farm. Our schools have not yet equaled its methods. If there is one kind of training where parrot methods must not be employed after the beginning of adolescence that kind is motor training. If the boy at that age is tied down to drawings, patterns and models, made for him by another, the active side of the creative life will be nipped in the bud. There is nothing else so dwarfing as this type of motor training. The reason is because a deep pathway is formed in the growing brain by a repeated movement of the same kind. This means not only a more facile discharge of action along that path, but also a blocking of other paths. The deep bed of a stream will not easily admit another outlet. Here is a special reason why so few get ideas after thirty. An idea is worthless unless it goes out in action, and actions by the age of thirty are generally fixed by habits. An imitated movement oft repeated, ought early to be combined with other movements in ever varying combinations. Then these different types of movement will have connecting paths, like canals connecting one body of water with another. It is not much use to try to

teach an old dog new combinations of movements.

How does the motor training of the farm differ from that of the school? On the farm varied motor combinations are in constant requisition. The boy is called on to mend a fence with insufficient materials, to mend a wagon shaft on which a horse has stepped, to fix the harness on the road, to repair a horse rake or mowing machine, to mend a milk pail, build a hen coop, stop a leak around a chimney, build a wall out of irregular stones, drill holes, rivet things together. It is a great advantage for a boy to have few tools, for he thereby learns how to make ingenious shifts and new combinations of movements. A rule and line carpenter would be in despair if he had to repair things under the disadvantages that confront a farmer's boy. I have often thought of how Washington and Lincoln learned in the constantly recurring emergencies of farm life to face new problems and to solve them.

Movements furnish the best possible opportunity for training the powers of thought. I do not believe that children can be taught to think naturally in any other way than by movement. Close attention is requisite for thinking, and the child finds little trouble in centering his attention on anything that moves, whether his own hands or external objects. The child who does not think as he moves will soon meet with a painful accident or be killed and removed to make room for some one who does think. I know of no better way to eliminate thoughtlessness from a child than to set him to moving. Scratches, bruises and falls are powerful cultivators of thought. Movement means pain or death to the thoughtless. In spite of child study the teacher still loves to train children to think in the natural way. Let it not be forgotten that humanity in its wonderful march from heathenism to civilization was trained in the school of movement.

Observation of children has certainly contributed to the science of education something in regard to the teaching of morality. Such observation has shown that those who try to teach morality by word of mouth waste their efforts. Morality concerns itself with action alone. Where there is no action there can be no morality. How many teachers show children how to be moral on the active side, and lead the way? Children frequently receive more training in both thought and morals from their own games than from books. A recent English psychologist says: "What our national

games have done for the English race it is difficult to overestimate. The playing fields are the finest schools of organized co-operation in the world."

To gather a mass of soulless statistics about children is not to study the child. However useful a reasonable number of observations may be, the one who rests content with these will find a rubicon between himself and the soul of the child. Statistics afford a vantage ground for studying children, but there is a great gulf between the statistics of the subject and that loving knowledge of child nature which is born of sympathy alone. Without the sympathetic atmosphere the science of education will beat its wings helplessly in a vacuum.

Some North Carolina Traditions.

DR. STEPHEN B. WEEKS, BUREAU OF EDUCATION, WASHINGTON, D. C.

[Response to a toast at the meeting of the North Carolina Society, Washington, D. C., February 18th, 1898]

MR. PRESIDENT:—You have asked me to speak on a subject that is very broad, for it covers our traditions and traditional beliefs, legends and customs. These are wide in kind and character, for many nationalities went to make up the original population of North Carolina. We had the mercurial Frenchman, the quick and vivacious Irishman, the staid and sober German, as well as the conservative but determined sons of merry England. It took a long time for these discordant elements to unite into a composite whole and this union was hastened and completed only by the fusing power of war. Location, too, separation of sections by rivers and mountains, lent aid to make this isolation complete. Under these circumstances many traditions have survived to our day. The rabbit's foot was still in evidence in the campaign of 1896. Ghosts still stalk by night and gibber and shriek at the belated traveler. Witches may still be seen here and there, and I have seen the wife of a man who had been turned into a horse and ridden by them. In the far east we have the legends of the Dismal Swamp and of the White Doe. In the west we may hear stories of that vanishing race who were once the owners of that great domain; but these stories have long since lost the color of fact and have taken on the hue of fiction. These superstitions are ceasing to have influence and power. They came to us in

our infancy and represent the infancy of the race; and, just as darkness loses in the mind of the man the terrors which it has for the child, so do superstitions—which are to civilized man what the fetish is to the savage—lose their power to fetter the mind or to hinder its progress.

But some of these superstitions die hard, and the longer they live the more harm they do. It is to three of these that I wish to call your attention very briefly. In the first place it is considered by many a very heinous offence for a word to be said in disparagement of North Carolina. It makes no difference how true may be the words of the speaker or how sincerely he may have the welfare of the State at heart, he is denounced and maligned and called a traitor to his people. We are so sensitive to criticism that we are unwilling to have our case diagnosed for the application of the remedy. Does a man question that we are first in everything? then he is wanting in patriotism; does a man deny that the first blood of the Revolution was shed at Alamance? then he is branded as a traitor; does he question the authenticity of the Mecklenburg Declaration or demand that it be examined by historical evidence alone? then he is not only a traitor, but an idiot as well; should a native who has won reputation in other states return to his home to make a plea for "the forgotten man" he is met by the withering and overwhelming reply that it is better to be a plowboy in North Carolina saying "whoa, gee, haw," than a dude in Boston saying "hic, haec, hoc!"

This is tradition number one.

There is another tradition like the above. This is our fixed hostility to taxation. In 1728 old Col. William Byrd said that the Carolinians paid tribute to neither God nor Cæsar. Could Colonel Byrd return to the scene of the boundary survey, which is so charmingly described in his *History of the Dividing Line*, he might say that while we had perhaps drawn a little nearer to God, we still kept as far as possible from Cæsar. We pay so little tax that we refused not a twelve-month ago to levy a special one for schools.

But there is nothing great but man, and in man there is nothing great but mind. To develop great minds, to raise the standard of our dear old mother and to make her respected among the states, we must educate the whole people. Our common schools trace their origin to the literary fund of 1825, but they pined for a quarter of a century. It was not until that great administrator, the Rev.

Calvin Henderson Wiley, came upon the scene in 1853 that they began to flourish. In 1840 the illiteracy among the whites was 28 per cent.; in 1860 it had been reduced to 22 per cent. The literary fund remained untouched amid the perils of war, and many of the schools were open throughout the clash of arms. But we are not doing as well in peace in this generation as did our fathers in the hour of battle, for we are now at the bottom of the educational ladder. We are unfortunately among those states which have the largest per cent. of illiteracy, and our school term is the shortest in all the Union. Education is the cheap defence of nations. It was education which made the production of the average citizen of Massachusetts worth three times as much in 1896 as that of the citizen of Tennessee. It is education which has given to New England that preponderance in this union which is out of all proportion to its area, population and natural resources. Education is the best preventive of crime, as statistics show. This hostility to taxation for the education of the forgotten man and the forgotten woman is another tradition which we must lay aside.

The third tradition is like unto those which go before. We must forget that tradition of our youthful training which bound us a democracy, an individualism, which borders on anarchy, and go far enough toward centralization, toward socialism if you please, to command every parent to send his child to school, whether he will or no. As I have said, we are, with a few exceptions, the most ignorant people in the Union; but, while the appropriations for schools have increased largely in the last ten years, the school attendance has not kept pace with the growth of population. Indeed I was told last summer by a Justice of the Supreme Court that, in his opinion, many parents would not patronize the schools if they were ten months long instead of fifty-nine days; and the facts in the case seem to bear out this conclusion. Then there is but one resort, and that is *compulsory education*.

This may be different from the personal liberty which we have been accustomed to think of as necessary for our salvation, but it may mean the intellectual regeneration of our state. In no country has its effects been other than beneficial. In the eighteenth century Baden was one of the most backward states in Germany, but compulsory education raised its morality, increased its wealth and emptied its prisons. Wuertemburg was equally backward, but compulsory education has raised it

to such a height of material prosperity that it now sells its manufactured goods in England itself. It was the schoolmaster who won the Franco-Prussian war. It seems a far call from Jena to Sedan; but Prussia in the hour of her deepest humiliation founded the University of Berlin, now a light to all the world, and forced an education on all her people. France failed to do this and the results were necessary and inevitable.

"The right to hang," says Macaulay, "includes the right to educate." North Carolina, if she would occupy the high position which her natural resources and the honesty and morality of her people give her a right to expect, must forget the tradition of hostility to taxation for schools which has so long bound her. If she would be true to herself she must forget that other tradition which necessarily accompanies the first—hostility to compulsory education.

Then will come more wealth and progress, more books and reading, more refinement and culture—all those things which are summed up in the comprehensive term "art." All other things pass away.

"Art alone

Enduring stays to us;
The bust outlasts the throne,
The coin, Tiberius."

Education and the State.

DR. J. L. M. CURRY.

[Extracts from address before the Louisiana Constitutional Convention, Feb. 14.]

In laying super-structures you cannot too cautiously build on solid foundations. Education subserves the most enlightened policy; is the basis of wealth and strength, the chief means of prosperity, the profoundest security of the State. An enlightened and moral people is the best constitution of a state. A state governs from without; a school from within.

Free education finds its support and justification in the noblest impulse of our nature—sharing with the disinherited our heritage of beauty, art, literature, religion. Hence, our public galleries, museums, libraries, parks. It is not sufficient to offer these benefits, as many have not the capacity nor the means of enjoying them. We must lift up the individual into the life of the species so that he may share the accumulations of the past. There should be the expansion of the horizon beyond the narrow limitations of the animal to the universal, the spiritual, the divine.

Occasionally suggestions are heard that school revenues in their distribution should be confined to the race paying them. To me, that seems unwise, unjust, suicidal. The consequence of such discrimination would be the closing of the negro schools in nearly all the parishes, and what then? Ignorance more dense, pauperism more general and severe, crime, superstition, immorality, rampant. Louisiana can not afford nor survive this experiment.

Two races with equal civil privileges, far removed from one another in civilization and mental condition, neither extruding nor absorbing the other, can not occupy the same territory, with safety to free institutions, with stable progress for either race, if one, especially the one with aggravated downward tendency, is kept in gross ignorance. Both must suffer. An ignorant, purchasable, vicious voter—and ignorance is the poisonous fountain of corruption—can not, by his own volition, confine the consequences of his conduct to himself, or family, or community, or race. Misfortune and crime are contagious. When the negroes were slaves their owners had moral and legal responsibilities, and the subject race was restrained by kindness, authority, subordination. Even then, the people were not without some apprehensions of conflict. Now the danger is a thousand times more serious if one-half the citizenship be kept by arbitrary and hated law uneducated and hopelessly inferior.

The negroes, unlike alien immigrants, are here not of their own choosing, and their civil and political equality is the outcome of our subjugation. Neither their presence nor their civil equality is likely to be changed in our day. The negroes will remain a constituent portion of Southern population and citizenship. What are to be our relations to them? Are they to be lifted up, or left in the condition of discontent, ignorance, poverty, semi-barbarism? Shall one race have every encouragement and opportunity for development, for highest civilization, and the other be handicapped and environed with insurmountable obstacles to progress? Are friction, strife, hatred, less likely with the negro, under stereotyped conditions of inferiority, than by the recognition and stimulation of whatever capacities for progress he may possess? Shall we learn nothing from history? Do Ireland and Poland furnish us no lessons?

Intelligence and integrity are the basis of our free institutions. Germany educates, in part, for

military strength, for improvement in power and influence. A French statesman said the German University conquered at Sedan. After the battle at Sadowa, Austria reformed her school system and doubled the rate of school attendance. With maximum of education we have maximum of liberty and minimum of government.

Ignorance in the ballot-box is perilous. Massachusetts, Connecticut, Rhode Island, South Carolina and Mississippi have rightly imposed an educational qualification applicable to both races. For universal suffrage has no anchorage except in the people's intelligence.

Attach, if you please, the restraining qualification upon suffrage, make it a boon, a reward for intelligence and industry, affix to it any conditions you please, which the public weal may demand, but do not make it impossible to attain unto the privilege.

Education is an indispensable condition of wealth and prosperity, the chief agent for augmenting our material resources. Your wealth is not in soil, in cotton, sugar, salt, or your great inland sea. Far richer is the wealth that lies in intelligent industry, energy, thrift, the moral and patriotic character of the people; and therefore the state cannot afford to sacrifice three-fourths of its population by allowing them to go uneducated. You need skilled labor, the inventive faculty, directive intelligence. Men who are to ply machinery, practice useful arts, cultivate the soil, other things being equal, are successful in proportion to their intelligence. Wages are regulated not so much by muscular strength as by mental capacities. The stupid and ignorant are unemployed, are to be found lazy loafers on your streets or the banks of your lagoons. A man is worth what the amount of his intellect and his character is worth. The best political economy, the most effective agency for increased and remunerative production, for individual and national wealth, is the free school. It will not do to say that we are too poor to educate the people. You are too poor not to educate them. Ignorance and wealth, ignorance and prosperity, ignorance and civilization never dwell together, have no concord.

The curse of the South has been ignorant, stupid, uninventive uninterested labor. The former slaves are now free, but we need not perpetuate the curse. A pestilence, miasma, cesspool breeding disease is no more contagious nor pestiferous than ignorance. We are tethered to the lowest

stratum of society. We must lift up our environments, and we can no more dissociate ourselves from them than we can refuse to inhale noxious malaria.

As you build levees against overflows and adopt health precautions against epidemics, so it is the duty of the state to take the matter of illiteracy in hand for self-protection. The law provides for the greatest general good when individual effort cannot or will not provide. Hence we have paved and lighted streets and supply of pure water. Education is one of the great fundamental interests of human society, an essential element of social existence, of the individual, state and national prosperity, and a branch of human life and institutions standing side by side with business, politics and religion.

Education is a legitimate tax on property, and a state is under imperative obligations to take so much of this property as may be necessary to equalize school privileges and provide such facilities as have been demonstrated to be best for the child, qualifying for the highest duties of citizenship. Governments, proportionate to their intelligence and public spirit, are caring for schools, public and normal, colleges and universities.

Many parents cannot, some will not, educate their children. Individuals and churches cannot. Very often the greater the need, the less the capacity to bestow. Nowhere does education, however liberally endowed, rest on a satisfactory basis of universality and efficiency. Even with public free schools the benefit will reach slowly, if ever, the masses of civilized mankind. The state can educate the entire population in the rudiments better and cheaper than the private schools can one-half. The expense of private schools is enormous, benefiting only a few and insuring a criminal waste of time and money and energy.

Whatever optimists may say, the negro problem is a dark and perplexing one. To aid in its solution, education must be along different lines, having industrial and trade schools, and incorporating manual training into all our schools. In hundreds of schools in this country and Europe shop-work, with drawing, has been introduced to insure practicality to education, and that "balanced relation of hand and head-work which produces results far transcending" in value those of pure academic training. The technical course has a demonstrated utility as an element of success in awakening dormant powers, in discovering a boy

to himself, in wage-earning, and in the struggle for existence, because it makes the student careful, prompt, regular, self-reliant and skilful.

Our instruction has been too largely for the leisured and professional classes. The pupils have been educated away from useful toil and productive employments, and consequently the South, for the want of directive intelligence and skilled and diversified labor, has been impoverished. What is commonly taught in the university, college and high school creates a trend away from manual labor, a contempt for it, while very much of the common school education is useless or grossly inadequate, so far as may be needed to prepare for the duties or needs of every-day life. It is impossible to divorce the mind from manual work, for no kind of such work is purely mechanical or automatic. Science is involved in every process.

Some Echoes from the Chattanooga Meeting.

Dr. M. G. Brumbaugh, on the Mission of the Elementary School.

The Elementary school fulfils its mission by training the feelings; by such a simplification of the curriculum as will give the culture side of education greater prominence; by emphasizing the mastery of language as the central possession of the child; by an intellectual versatility, the best mental equipment for life; by promoting the virtues of politeness, conscientiousness and humility; by giving greater prominence to the permanent rather than the transient results in teaching; and by placing in the elementary schools teachers so thoroughly trained and enthused with the ideals of the school as to render the school career of the child marvelously successful by making it supremely pleasant.

Prof. J. P. Gordy, on Child Study and the Science of Education.

The business of education requires as precise a knowledge as possible of the answers to six questions:

1. What is the end of education?
2. What instrumentalities ought society to employ for the realization of that end?
3. What subjects should students be required to study?
4. In what order should these studies be taken up?

5. By what methods should these subjects be taught?

6. What amounts of time and energy can students be required to give to work without injury to their health?

He who can answer these questions most perfectly—who has the most precise and detailed knowledge of the end of education, whose judgment is wisest as to the instrumentalities which society should make use of to realize that end, whose knowledge of the subjects which ought to be taught, the order in which they should be taken up, the methods by which they should be taught, and the amount of time and energy which students are capable of giving to their work without injury to their health—has the largest amount of the knowledge that throws light on the business of education.

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The end of education will be determined for each individual by his conception of man. Start from Plato's conception of man and you will reach Plato's conclusion—that the end of education is to develop the power to see those divine ideas in the contemplation of which alone true wisdom consists, that those that do not possess the capacity to develop this power are incapable of being educated. Agree with Aristotle that the supremely important thing in man is the intellect, and the supremely important thing in life is the activity of the intellect—and you will agree with him that the end of education is the development of the intellect—that those who have little intellect to develop have no business in life except to serve those have. Say with certain religious teachers that the supremely important thing in man is his capacity to believe certain doctrines, and you will agree with them that the supremely important thing in education is the development of this capacity. Say with Dr. Dewey that a man ought to have no life of his own, that he lives in and for and by society, and you will agree with him that the education of man should be determined entirely with reference to the needs of society. Agree with the Herbartians that the will is not free, and yet insist with them that the conduct of this human automaton is a matter of the first importance, and you will agree with them that the development of interests—such interests as will invariably impel the individual to certain kinds of conduct—is the supremely important thing in education. What you think of

man, what you think of human life, will determine what you think of the end of education.

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The two great questions for Genetic psychology to answer are (1) When shall we teach children the subjects they ought sometime to study, and (2) how much time and energy can we safely ask children to give to this work?

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The Proper Function of Training Schools.

HON. PRICE THOMAS, SUPERINTENDENT PUBLIC INSTRUCTION, TENNESSEE.

[From a paper on The Minimum Preparation for Teaching, presented to the Conference of State Superintendents, Chattanooga, Feb. 22.]

There are several reasons why the normal school course should be purely professional. There are hundreds of schools in each state where subjects can be learned as well as in the normal college, while few states have more than two or three *bona fide* normal colleges. The entrance requirements should be such that the normal colleges should be relieved of the work of teaching subjects. Their resources could then be all expended in giving to the teacher the professional training which many so much need.

The best results are reached by illustrating methods by teaching subjects familiar to the pupil and subjects which the student will afterwards teach. The child studies subjects with the view of learning facts—of obtaining knowledge, while the true teacher idea is the development of the mind—the growth of the powers of perception—reason and resource. The child must always have learned the elementary subjects in a more or less superficial way. It is best that the normal student review these subjects from a different standpoint—with the view of teaching them—with the idea of giving reasons—with the purpose of becoming master of them. The child follows the author of the text and the teacher blindly. The teacher-in-training should study from the standpoint of equality with the author—should get at the foundation, and should be able to teach without a text-book, if necessary. To “know how to teach” it is not only necessary to “know how to study,” but to know also the purpose of study and its results, and to know the subjects from the top and from the bottom—from the pupil's standpoint and from the teacher's.

It is true not only that the "methods of teaching can best be illustrated by teaching," but by teaching again to teachers as teachers, what they have formerly learned while children as children. I conclude, therefore, that normal schools for primary teachers, should teach only primary subjects and these only for purposes of illustration of methods and reasoning, and for the same reasons primary normal students should observe only primary model teaching and practice teaching with primary classes only.

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What Our Schools Should Accomplish.

[Extracts from letters to the *Chattanooga Times* on course of study for elementary schools and educational work in the South.]

The usual course of study for the South must be a growth, not a creation. It must harmonize with conditions and broaden out as conditions change. I believe that the victories of the South for the next twenty years will be industrial victories. Hence manual training and domestic economy should receive great attention. The intelligent direction of skilled labor will soon lead to the full development of the immense resources of the South. The schools should prepare for this, and no course of study can be in any sense ideal which does not keep in view an end so practical.

Blessed with a rich soil and delightful climate, nature may be trained to do its perfect work. Nowhere can nature studies be pursued with more enjoyment or greater profit. Nature is the great sense-trainer of the universe. Shakespeare, the great poet of nature, had ample opportunity for sense training in that most beautiful part of all England, about Stratford-on-Avon. The result of this training is seen on every page of his great works. The Great Teacher was himself a great lover of nature, and no doubt had the most perfect sense training of all men who have ever lived. How clearly this is shown in the simplicity of his parables and teachings! Besides the gain in the way of sense training, nature studies will yield what some may regard as a more substantial benefit in the way of immediate profits from soil and climate. Such knowledge can be turned to account at once in the proper adaptation of crops to soil and the necessary enrichment and cultivation so as to produce the most on the fewest acres.

Such results are among the possibilities of education in the South.—*Supt. J. A. Shawhan, Columbus, Ohio.*

An ideal study for the first eight grades in the South would include, besides the subjects called the common branches, industrial education and the study of nature, with "the farm as the center of interest." The industrial education needed should not only be an organic part of the elementary course, but should be provided for in special schools for training skilled workmen, and should lead, rather than tardily follow, the industrial development of the South.—*Henry R. Pattengill, Lansing, Mich.*

As equipments for the ordinary business of life, and as means of mental drill and discipline, nothing has ever yet been found to take the place of the lately much ridiculed "three R's." In the very nature of things they are at least educational indispensables.—*Wm. F. McBeath, Florida School Exponent.*

Manual training, vocal music and drawing should all find places in the school curriculum. The course of study in any well-ordered school serves two purposes: First, to give training to the powers of the mind; second, to furnish practical information valuable in every-day life. These two purposes are by no means inconsistent with each other, and, in an ideal course of study, neither course is over-emphasized or under-emphasized.—*Prof. W. S. Sutton, Austin, Texas.*

Every movement to improve the common schools must reach the pupils through the teachers. It is easy to map out courses of study in literature and science, but absolutely impossible to carry them into effect unless the teachers are qualified to give the kind of instruction which the course of study presupposes. In these days no one doubts the value of nature study, but what is the use of lecturing to the public on the importance of such instruction so long as the people are satisfied with teachers who cannot tell the difference between a robin and a sparrow. Our farmers are forced to compete with agriculturists throughout the civilized world. The day has come when they must put brains as well as toil into the soil.

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Convince the people that education pays, that money rightly spent in the right education of the people is the best investment of public funds ever

made, then raise all the money for the schools that public sentiment will stand in the way of taxation, get a good superintendent and utilize the talent and skill for which you pay; follow his advice in the employment of teachers and in the management of the schools—*State Superintendent N. S. Schaeffer, Pennsylvania.*

The people of the South need to understand local conditions, and especially to comprehend social and industrial possibilities. The two lines of education which will tend to this solution are manual training and the study of natural laws and phenomena. The former producing a knowledge and sympathy with all human activities which tend to production, and the latter giving a knowledge of those conditions and laws that must be used in all industrial development.—*Supt. C. B. Gilbert, Newark, N. J.*

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The Solution of the Problem of Illiteracy in the Southern States.

[The following extracts from answers received by the *Chattanooga Times* in answer to the question, "By what practical methods can the problem of illiteracy in the Southern states be solved?" deserve careful consideration.]

1. By a conservative compulsory attendance law.
2. By increased local taxation to supplement the funds now raised by a general tax for public schools.
3. By introducing some kind of hand-craft or manual training as a part of the course of instruction in the public schools.
4. By trained teachers for all schools.—*Supervisor D. L. Ellis, Buncombe County, N. C.*

The great educational need of the South is a more liberal public sentiment in favor of our schools. This attained, all other reasonable needs will be supplied. We need better school-houses and better teachers; but these will cost more money, and if we are ever to have either or both we must make up our minds to pay for them as they do elsewhere. We should provide a reasonable financial support for the schools, and see to it that they are conducted properly. Our best men should direct their supervision, and none but trained teachers should be permitted to teach in them. Normal schools should be liberally supported, and the daily and weekly press should preach the gospel of education to every creature;

for our national existence depends upon the education of the people.

The only practical method of solving the problem of illiteracy in the South, or anywhere else, is through the common schools. Right-knowing is a necessary prerequisite of right-doing, and just so long as ignorance and corruption walk blindfolded to the ballot-box, so long must the schools stand guard over American liberty.

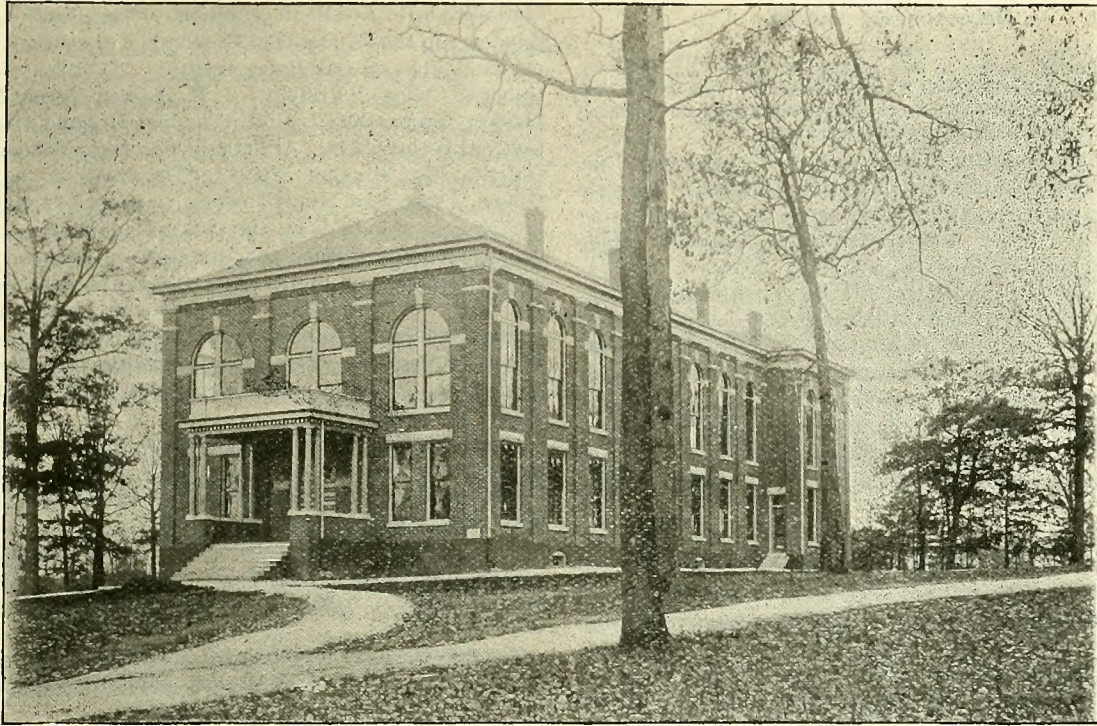
A good education is the best legacy a parent can leave to his children, for knowledge, skill and character, the triune products of the school, stand alike for success, happiness and noble citizenship.—*Supt. Ottis Ashmore, Savannah, Ga.*

The public schools must be improved, and before they can be greatly improved they must be in session more than three or four months in the year. A child having only three months schooling during a year has nine months vacation annually. Before the schools can have longer terms they must have more money, and this additional revenue must be supplied either by State or local taxation. This lesson we must learn before our children living in the rural districts—and they are over 80 per cent. of the entire population—can hope to receive even a common school education.

The church has done much to remove illiteracy from the South; she will do more in the future. Rational methods of work in the church, in the young people's societies and in the Sunday schools will be powerful in increasing the intelligence, as well as the morality and religion of the people.—*Prof. W. S. Sutton, Austin, Texas.*

The problem of illiteracy in any community can be solved only by good public schools, supported by a healthy educational sentiment, and maintained at public expense, on a liberal basis.—*Supt. J. C. McNeill, West Superior, Wis.*

I believe the only practical means of reducing the illiteracy of any state is through the public school. The public school, free to all and open to all, is the gateway to public intelligence and the best security to the liberties of the people as citizens, and to the freedom of the state. If the state would be intelligent it must provide the best educational facilities the world's experience has devised for all her children, not as a benefactor, but as a satisfaction of the natural and inherent rights of every American citizen.—*Supt. T. A. Mott, Richmond, Ind.*



Memorial Hall, Guilford College.

The donation of ten thousand dollars last year by Messrs. B. N. and J. B. Duke, for the erection of a Science Hall at Guilford College is an event in the educational work of our State, worthy of consideration; and the building now completed and named Memorial Hall in honor of the late Mrs. Mary Lyon, makes a most valuable addition to the equipments of Guilford College, and a splendid appearance on the Campus.

The plan of the building appears from the following sketch and the external appearance from the cut.

The building is 117 feet long besides portico at east entrance 12 feet; the width varies. The first 30 feet on west end is 60 feet wide, and this space thus enclosed on first floor forms the museum of natural history, the elevated ceiling in this room serving for floor of the rostrum in the auditorium above.

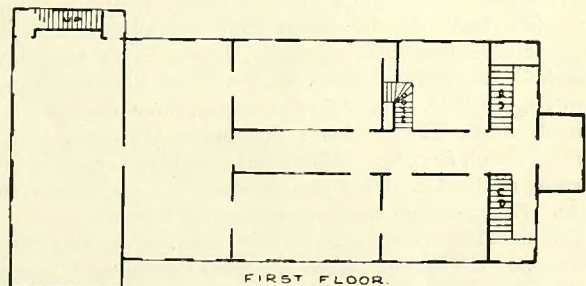
The second room adjoining the Museum extends the width of the building, 47 feet, in the clear, by 23 feet, and forms the Chemical Laboratory. Adjoining this on the south side is a class room for physiology and botany, 30x19 feet, and a similar one on the north side used as a Physical Laboratory. A second room on south side 23x19 feet is intended for Biology; and on the north side is the office of the President of the College, 16x19 feet.

The front entrance, 40x12 feet, contains a double stairway leading to the auditorium. In the stairway entrance over the Arch entrance to the hall extending through the building to Chemical Laboratory, hangs a marble slab with the following inscription in gold letters:

"This building was erected to the memory of Mary Eliza-

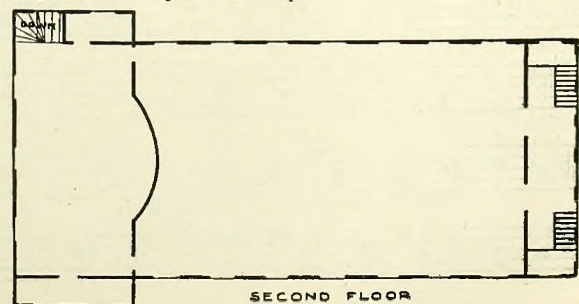
beth Lyon by her brothers, Benj. N. and James B. Duke 'This woman was full of good works and alms deeds which she did' Acts, 9, 36."

The auditorium occupies the entire second story, having a seating capacity of 800, seated with opera chairs. The floor



is slightly inclined to the capacious rostrum in the west end extending across the building, and having a depth of 30 feet and a width of 50 feet, with 2½ feet elevation.

There is ample space in the basement for heating apparatus, storage, and a carpenter's shop.



Meeting of the Association of Academies, Raleigh, December 27 and 28,

[The following account of this meeting, furnished by Secretary Whitsett, should have appeared in the February number, but was crowded out. Several of the papers read have already been published in full or in outline, and others will appear later.]

Much of the best educational work in North Carolina has come from the private schools. Thirty years before the state opened her university the private academy was attracting students from every state south of the Potomac. These earlier schools have been succeeded by dozens of institutions that are doing much to solve the educational problems of the present. In a recent editorial, the News and Observer has said, "We need not praise the work of the men at the head of North Carolina's private schools. They have passed the point of praise; their modest but thorough scholarship, and their daily walk are enough to refer to." No state of the union, with the possible exception of New York, has been more influenced by the private school than has North Carolina.

The Association of Academies of North Carolina now embraces in its membership about seventy-five principals and teachers from fifty leading high schools and academies. Among these schools are Raleigh Male Academy, Wm. Bingham School, Whitsett Institute, Horner School, Oak Ridge Institute, Bingham School, Concord High School, Winston Academy, Fayetteville Military Academy, Vine Hill Academy, Chapel Hill High School, Tarboro Male Academy, Dr. Lewis' School, Thompson School, Mars Hill College, Graham Institute, Jefferson Academy, Cullowhee High School, University School, Hodge's School, Wilkesboro Academy, Dunn High School, Fairview Collegiate Institute, Rebeson Institute, Rich Square School, Wilkinson Female Institute, Cape Fear Academy, Trinity High School, Cary High School, Wake Forest Academy, Charlotte Military Institute, Selma Collegiate Institute, Jonesboro High School, Tuckasee High School, Greenville Academy, Buie's Creek Academy, Rutherfordton Military Institute, Newberne Academy, Bingham High School, Warrenton Academy, Bloomingdale High School, Bostic High School, Turlington Institute, Union Home School, &c., &c. About forty members attended this meeting of the Association, coming from every section of the state. Every session was interesting and helpful.

The Association met in the Pythian Hall. President Hugh Morson, of the Raleigh Male Academy, presiding. The reports of the meeting held at the Teachers' Assembly at Morehead City last Summer were read by Secretary Whitsett, of

Whitsett Institute. This report showed the affairs of the Association to be in excellent condition. "The Position of the Academy in the Educational Economy of the state," Principal M. H. Holt, of Oak Ridge Institute; "Certificates for Entrance to College," Principal J. M. Horner, Horner Military School; "Preparatory Latin," Principal Holland Thompson, Concord High School; "Athletics in Secondary Schools" J. M. Oldham, Wm. Bingham School; "The Place of the Private School," Principal Hugh Morson, Raleigh Academy. The lowering of standards by the colleges, uniformity in academic standards, science and literature in secondary work, school libraries, and proper ideas of discipline also discussed. Excellent short addresses were delivered by the Secretary of the Teachers' Assembly, the State Superintendent of Public Instruction and others. The following resolution in regard to the NORTH CAROLINA JOURNAL OF EDUCATION was passed unanimously:

"Resolved, That the N. C. JOURNAL OF EDUCATION is worthy of the support and patronage of the teachers and friends of education in North Carolina, and that we encourage its general circulation throughout the state."

A committee was appointed to formulate a course of study for the academies. Prof. Hugh Morson, M. H. Holt, Holland Thompson, S. M. Horner and W. H. Davis constitute the committee.

The following were appointed a committee to report on school ethics: Profs. J. C. Horner, John Duckett, J. Allen Holt, W. T. Whitsett, and N. C. Hughes.

A spirit of liberality, and patriotic enthusiasm for every phase of educational work pervaded this gathering of educators; and one of the leading editors of the state remarked in his reports of the Association that "it was one of the most important gatherings held in the state in many months." There was nothing of the spirit of destruction manifest, but rather an intense determination to evolve order from disorder, and to secure a better correlation and adjustment among the various parts of our educational system. Certainly these schools have a right to be heard. "They builded our civilization in the past. They kept alive the love of liberal learning in unpromising times. The brave men who gave their lives to the cause have furnished examples of heroic effort to all succeeding times." These academic schools gave to the state's earlier life such kingly men as Murphy, McCoy, McCorkle, McKee, Hall and Brevard. The pulpit, the bar, the battle field, and every department of activity felt their influence. The successors of these older schools are to-day sending forth hundreds yearly to enrich the state's life and thought. With such an honorable record in the past, the

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A Lullaby.

JOHN G. HOLLAND.

Rockaby, lullaby, bees in the clover!
Crooming so drowsily, crying so low.
Rockaby, lullaby, dear little rover!
Down into wonderland,
Down to the underland,
Down into wonderland go!

Rockaby, lullaby, rain on the clover!
Tears on the eyelids that waver and weep.
Rockaby, lullaby, bending it over,
Down on the mother-world,
Down on the other world,
Down on the mother-world sleep!

Rockaby, lullaby, dew on the clover!
Dew on the eyes that will sparkle at dawn.
Rockaby, lullaby, dear little rover!
Into the stilly world,
Into the hily world,
Into the hily world goes!

academies may be confidently looked to do their full duty amid the activities of the present.

The state must feel a deep concern in the work of these academies, for over ninety per cent. of the public school teachers of North Carolina are prepared in them. Over seventy-five per cent. of the college students of the state are furnished by them. Hundreds of our business and professional men have had no other training than that received in these institutions. These facts show the importance of the academies and account for the rapid growth of this Association, now numbering more members than any educational organization in the state, with the exception of the State Teachers' Assembly.

Much good must result from such assemblies. Broad and tolerant ideas, earnest enthusiasm among those who have so great a share in moulding the character of future citizens and rulers cannot fail to produce valuable fruit. The academies have no antagonism for the public school on the one hand or for the college on the other. They simply ask that they be allowed to do their work well without unjust and unwise encroachment and discrimination—a most reasonable and just request.

The officers of the Association are: President, Hugh Morison, Raleigh; vice-president, J. M. Oldham, Mebane; secretary and treasurer, W. T. Whitsett, Whitsett.

The next meeting of the Association will be held in connection with the Teachers' Assembly.

The cultivation of boyhood rests wholly on that of childhood; therefore, activity and firmness of the will rest upon activity and firmness of the feelings.—*Froebel*.

Books Read in the Greensboro, N. C., Public Schools.

The following lists cannot fail to prove interesting to superintendents and teachers in city schools, and to teachers in smaller schools as well. The first is a list of the books read regularly in class by the pupils of the Greensboro schools. The second list gives the names of the books required to be read out of school as supplementary reading for the grades under which they are given. The books are all in the school library, there usually being more than one copy. Supt. Grimsley and his teachers have worked faithfully at these lists for years, and they will at least prove helpful to any one who may wish to make out similar lists.

Second Grade.

1. Robinson Crusoe—*McMurry*; Fifty Famous Stories Retold; Aesop's Fables—*Maynard*; Stepping Stones to Literature, II; Fairy Stories and Fables.
2. Burt's Little Nature Studies; Seaside and Wayside, I; Bass's Nature Studies.

Third Grade.

1. Old Stories of the East; Fables and Folk Stories—*Scudder*; Stories of Great Americans for Little Americans; Stepping Stones to Literature, III.
2. Spear's Leaves and Flowers; Short Stories of Our Shy Neighbors; Seaside and Wayside, II.

Fourth Grade.

1. Hans Andersen's Fairy Tales, I; Stories of American

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Life and Adventure; Old Greek Stories—*Baldwin*; Stories From the History of Rome; Water Babies.

2. Dana's Plants and their Children; Seaside and Wayside, III.

Fifth Grade.

Hiawatha; Robinson Crusoe; Story of the Iliad—*Church*; King of the Golden River.

Sixth Grade.

Hawthorne's Wonder Book; Sharp Eyes—*Burroughs*; Story of the Odyssey—*Church*; Songs of Labor—*Whittier*; Stories From Waterly—*Gassiot*; The Spy.

Seventh Grade.

Longfellow Leaflets; Evangeline; Snow Bound; Tales From Shakespeare—*Church*; Stories from English History—*Church*.

Eighth Grade.

Holmes Leaflets; Whittier Leaflets; Sketch Book; Lays of Ancient Rome; Vision of Sir Launfal; Lady of the Lake; Poems of Knightly Adventure.

Fourth Grade.

Among the Camps; Two Little Confederates; Little Lame Prince; Adventures of a Brownie; Little St. Elizabeth; Sara Crewe; Michael and Theodora; Legends of Norseland—*Pratt*; Gilman's Historical Reader, III.

Fifth Grade.

Hans Brinker; In the Land of Pluck; Story of a Bad Boy; Swiss Family Robinson; Prince and Pauper; Capt. Sam; The Signal Boys; John Halifax; Story of Troy—*Clarke*.

Sixth Grade.

Hilt to Hilt; A Boy of the First Empire; The Knight of Liberty; True to His Own Home; Last of the Mohicans; The Deer Slayer; By Pike and Dike; Famous American Statesmen—*Bolton*; The Pilot; Being a Boy; Down the Ravine; The Story of the Greeks; The Story of the Romans.

Child-Songs.

Still linger in our noon of time
And on our Saxon tongue
The teachings of the home-born hymns
The Aryan mother sung.

And childhood had its litanies
In every age and clime;
The earliest cradles of the race
Were rocked to poet's rhyme.

Nor sky, nor wave, nor tree, nor flower,
Nor green earth's virgin sod,
So moved the singer's heart of old
As these small ones of God.

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The mystery of unfolding life
Was more than dawning morn,
Than opening flower or crescent moon
The human soul new-born!

And still to childhood's sweet appeal
The heart of genius turns,
And morre than all the sages teach
From lisping voices learns,—

The voices loved of him who sang,
Where Tweed and Teviot glide,
That sound to-day on all the winds
That blow from Rydal-side,—

Heard in the Teuton's household songs,
And folk-lore of the Finn,
Where'er to holy Christmas hearths
The Christ-child enters in!

Before life's sweetest mystery still
The heart in reverence kneels;
The wonder of the primal birth
The latest mother feels.

We need love's tender lessons taught
As only weakness can;

God hath his small interpreters;
The child must teach the man.

We wander wide through evil years,
Our eyes of faith grow dim;
But he is freshest from His hands
And nearest unto Him!

And haply, pleading long with Him
For sin-sick hearts and cold,
The angels of our childhood still
The Father's face behold.

Of such the kingdom!—Teach thou us,
O Master most divine,
To feel the deep significance
Of these wise words of thine!

The haughty eye shall seek in vain
What innocence beholds;
No cunning finds the key of heaven,
No strength its gate unfolds.

Alone to guilelessness and love
That gate shall open fall;
The mind of pride is nothingness,
The childlike heart is all!

—Whitier.

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To a New-Born Baby.

BY ALICE ARCHER SEWALL.

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Rise! Baby, Rise!
 Life is incomplete.
 Heaven needs thine eyes,
 Earth thy dancing feet,
 Birds thy rapt attention,
 Moon thy mild dismay:
 All earth's sweet invention
 For thy use at play,
 Startling red the berries
 For thy wild delight,
 Flowers full of fairies
 To shut them up at night,
 And perfect every blade of grass
 Where heaven-accustomed feet shall pass.

Earth has run before thee,
 Honey-hedged her lanes,
 Sent up skylarks o'er thee,
 Feather-wet with rains:
 Hung with dew the shadows,
 Brodered all the rocks,
 Cowslipped all the meadows
 For thy nibbling flocks.
 Voiced her exultation
 In summer-throated birds,
 Smiled a salutation
 Far too sweet for words,
 And laid before thy homesick eyes
 Her memories of Paradise.

Come! Baby, come!
 Come to wrong and pain,
 With thy quick tears come
 And wash earth clean again.
 Come with sweet young fancies
 We have lost so soon—
 Midnight fairy dances
 Whirled against the moon,
 Madrigals unsung,
 All spirit-footed sighs
 The dreaming trees among,

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Before thy dreaming eyes;
Strange presences along the green,
And tinkling flutes of gods unseen.

Strange, you do not know
What we daily pass!
Stars that come and go!
Cobwebs in the grass!
Strange, that you shall find
Dandelions new!
In all things a mind
But to play with you!
Strange, you recreate
Nature as you please!
God, unfear'd playmate,
Souls in all the trees!
Strange, that Truth for us is hidden,
Yet daily walks with you unbidden.

Virtue's and valor's union
Cometh sure of these:
That first drunk communion
With the sinless trees.
Thoughts at morning, thought
'Mid the larks and dew,
Most divinely fraught
For thy uses true,
When thy youth's defiance
Calls thee far away
Into self-reliance
And the common day,
And hands unknown in service sweet
The winged sandals to thy feet.

Hail! Baby, hail!
Life is worth the trying!
Worth it if we fail,
Worth it even dying!
I am here, I know
That no robin's song
But is worth the woe
Of a whole life long.
Love so over-plenty
For the famine stored,
Joy enough for twenty
Round each head is poured;
And long before thy needs begin
Goodness and truth are garnered in!



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Religious Training in the Public Schools.

In answer to an inquiry from a North Carolina teacher, the *Sunday School Times*, April 10, 1897, publishes quite a lengthy article on that subject, showing that much of the recent agitation of the question is groundless. We quote the following:

"As public education is in the hands of the several states, there is no restriction on the teaching of religion, or specifically on the teaching of Christianity, in the schools, except such as their own constitutions or laws impose. In most of our states, and especially those which have been the longest settled, the laws look to the religious instruction of children in the public schools. Thus the Pennsylvania law requires the daily reading of the Scriptures in the hearing of all the children. It is in the administration of the laws, by school boards and the like, that the schools come short, making the religious element in education the merest form, and crowding the curriculum with other studies, to the exclusion of the most important. Especially it is assumed that the union

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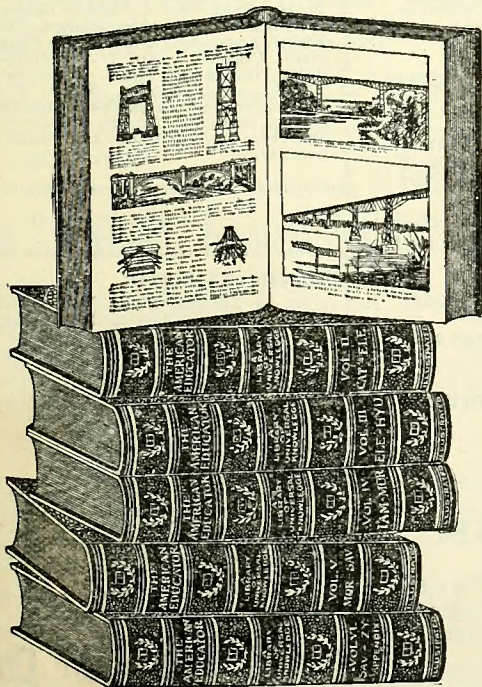
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of religion and education implies the union of church and state in some shape. But the American state, like the American nation, is a religious body independently of the church, and confesses the fact in observing days of humiliation or of thanksgiving, in the employment of chaplains for legislative bodies, for army and navy, and for hospitals, houses of correction, and prisons. It is only pronounced secularists on the one hand, and exclusive churchmen on the other, who treat the body politic as having no immediate relation to God. The views of neither are shared by the American people."

Recognition of the Labors of a Southern Scholar and Author.

Congress has been petitioned to erect a monument to Commodore M. F. Maury, and his medals, decorations, etc., will probably be put in the new Congressional Library.

The collection consists of twenty-two gold and silver medals, given by Prussia, Austria, Norway and Sweden, Holland, Belgium, France, the Pope, Sardinia, and Bremen; three medals given by England, Belgium, and Batavia; four decorations--the Dannebrog, the Tower, and Sword, St. Ann and our Lady of Gnadelpoupe--given by Denmark, Portugal, Russia, and Mexico respectively (two others--St. Leopold, from Belgium, and the Legion of Honor, from France--were returned at Maury's death to the monarchs who gave them, but these doubtless could be duplicated); a pearl and diamond brooch from the Czar of Russia and a diamond pin from the unfortunate Emperor of Mexico, a gold and silver casket containing a gift from the Lords of the British Admiralty, and a silver service from the merchants and underwriters of New York.

These honors were conferred upon Maury by the governments mentioned in token of respect and admiration excited and benefits conferred by his "Wind and Current Charts," his "Sailing Directions," and his "Physical Geography of the Sea," on the navigators of the world; the suggestions, improvements, and discoveries made by him with regard to the Atlantic submarine cable, his "steam lanes" across the Atlantic and Pacific oceans, and as the originator of the present system of the Weather Bureau.

Commodore Maury lived in Lexington, Va.

K. I.

The following letter handed us by Col. Osborne, manager of the Keeley Institute, in the elegant quarters of Blandwood, this city, is only one of the thousands of a similar nature received at the Institute. Who is there that does not know personally some one who has been thus delivered from the chains of the alcohol or opium habit. Those who visit this particular institute are especially fortunate in that they come under the care of the genial Col. W. H. Osborn.

CLIO, S. C., Jan. 17, 1898.

W. H. Osborn, Pres., Greensboro, N. C.

DEAR SIR:--Your favor of the 10th to hand and was glad to hear from you and to hear that you have more patients than usual and do hope that you will have twice as many this year as last. I cannot see why every one who drinks whiskey does not become a "Keeleyite," as I consider a man who can show a certificate of graduation from Keeley and has been true to it, as the strongest recommendation that he is able to possess. The \$132 which I spent with you is the best investment that has ever left my hands. The 16th day of May will have been five years since I touched a drop and have no desire whatever for it and don't believe I ever will have. I am not like some who go to Keeley, ashamed of it, but I am proud that I am a "Keeleyite" and don't care if the world knows it.

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What parts, what gems, what colors shine,
Ah, but I miss the grand design.

—Emerson.

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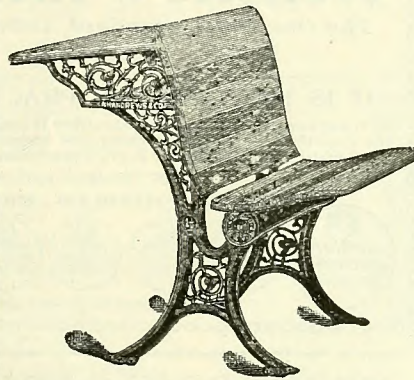
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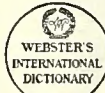
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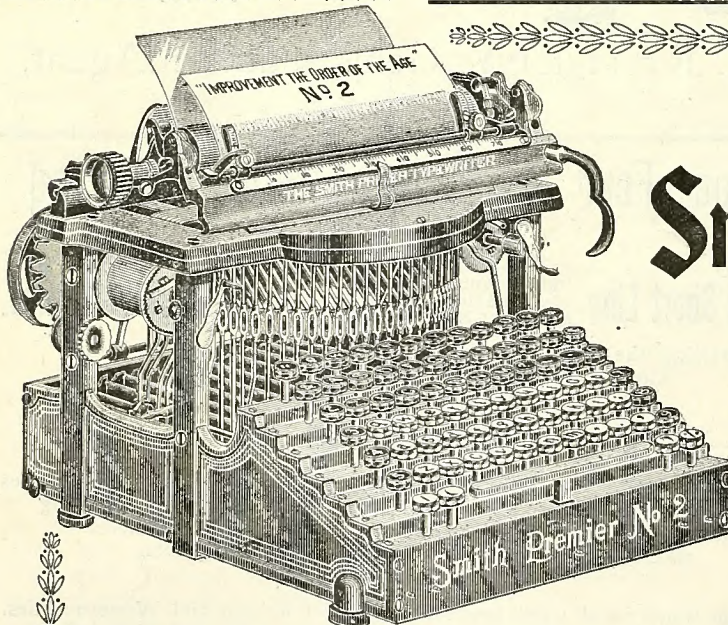
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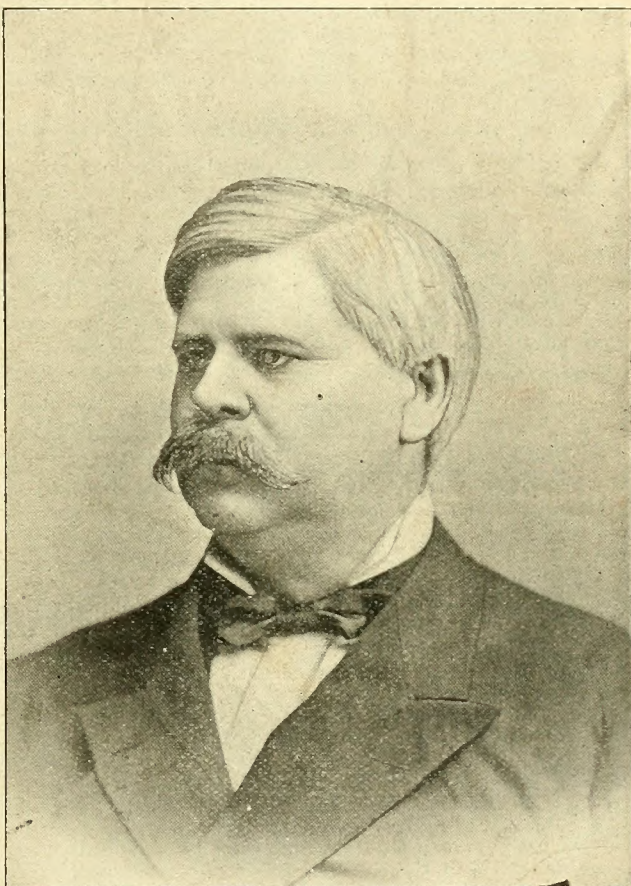
VOL. I.

GREENSBORO, N. C., MAY, 1898.

NUMBER 10.

It is impossible to have an effective public school system without providing for the training of teachers. The blind can not lead the blind. Mere literary attainments are not sufficient to make their possessor a successful instructor. There must be added the ability to influence the young and to communicate knowledge. There must be a mastery of the best mode of conducting schools and of bringing out the latent possibilities, intellectual and moral, of the pupil's nature. In some rare cases these qualities are inborn, but generally it is of vast advantage to teachers to be trained by those who have studied and mastered the methods which have been found by experience to be the most successful in dispelling ignorance and inculcating knowledge. The schools in which this training is conducted, called normal colleges, or normal schools, have been found by experience to be the most efficient agents in raising up a body of teachers who infuse new life and vigor into the public schools. There is urgent need for one, at least, in North Carolina.

A school of similar character should be established for the education of colored teachers, the want of which is more deeply felt by the black race even than [by] the white. In addition to the fact that it is our plain duty to make no discrimination in the matter of public education, I can not too strongly urge upon you the importance of the consideration that whatever of education we may be able to give the children of the state, should be imparted under our own auspices, and with a thorough North Carolina spirit. Many philosophical reasons can be given in support of this proposition. * * * This desire for education is an extremely creditable one, and should be gratified as far as our means will permit. In short, I regard it as an unmistakable policy to imbue these black people with a hearty North Carolina feeling, and make them cease to look abroad for the aids to their progress and civilization, and the protection of



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their rights as they have been taught to do, and teach them to look to their own state instead; to teach them that their welfare is indissolubly linked with ours. — *Message to the General Assembly, 1877.*

North Carolina Teachers' Assembly Programme and Announcements, pages 21 to 25.

ASSEMBLY. PAGE XXI

HOW TO SECURE SCHOOL LIBRARIES.

Every public school in North Carolina should have a library. Much that a child should know is not found in text-books. More can be learned about the world from stories of travel than from a geography, and more about the great men of the world from historical novels than from a history. The study of a text-book is usually regarded by the child as work, while the reading of books of travel or historical novels is a recreation; and the books he reads will open a new world to him and inspire him with a love for reading and a desire for a broader culture, which will affect his whole future life.

It is not the schools in the larger cities that need libraries, but rather the country schools in the thinly settled districts. In such schools the children know nothing of the great world except what they learn from books, and there are no books to which they have access. Many teachers have appreciated this fact, and have wished to provide libraries for their schools, but three reasons have prevented them from doing so:

First: Many of the best books are so full of tiresome details that children lose the thread of the story and throw down the book in disgust.

Second: The best works of the standard authors contain incidents which it is not proper for children to read, and many allusions which cannot be satisfactorily explained to them.

Third: The cost of providing such a library has been such as to make it out of the question for the neighborhood or the teacher to buy it.

All three of these objections, however, are met by the publication of the Standard Literature Series. The plan in this series has been, (1) to cut out the "padding," the tedious details which have proved so tiresome to young readers, but to leave a complete story in the exact language of the author, short enough to be read in the limited time of a school term; (2) To cut out all incidents and allusions which are of a questionable character and unsuited to children; (3) To add notes explaining every historical and classical allusion, so that the child will have no difficulty in understanding what he reads; and (4), most important of all, to publish these condensed volumes at a price so cheap that every neighborhood can afford to buy a set. Or, if the neighborhood should not care to do so, every teacher can afford to buy a set for herself and carry them with her to each school where she teaches, permitting the children to use them during the school term, and thus add to her own value and popularity in the neighborhood. The books published thus far are as follows:

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For Elementary Classes: Christmas Stories and Paul Dombey, by Dickens; Gulliver's Travels, by Swift; A Wonder Book, (4 selections); Twice Told Tales, (10 selections); and The Snow Image, etc., (7 selections) by Hawthorne, Little Nell, by Dickens, Robinson Crusoe (8 illustrations.) Pilgrim's Progress, by Bunyan, (each, paper 12½c., cloth 20c.) Black Beauty, Sewell, (paper 20c., cloth 30c.)

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Dr. Edward R. Shaw, Dean of School of Pedagogy N. Y. University, has edited Robinson Crusoe and Two Years Before the Mast, and Prof. E. E. Hale, Jr., Ph. D., (Halle) has edited the numbers under "Higher English" (except Byron) and "Pilgrim's Progress."

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VOLUME I.

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NUMBER 10.

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May, thou month of rosy beauty,
Month when pleasure is a duty;
Month of bees and month of flowers,
Month of little hands with daisies,
Lovers love and poets praises;
O, thou merry month complete,
May, thy very name is sweet!

—Leigh Hunt.

Suggestions for teaching adult illiterates to read are crowded out of this number. They will appear in the next number.

This number of THE JOURNAL is devoted largely to discussions of the country schools. Eighty per cent. of the children of the South live in the country, and anything pertaining to the country school is of great importance to us. We regret that it has been found necessary to omit several valuable articles. They will appear later.

The art of seeing, the art of knowing what you see, the art of connecting facts together in your own mind in chains of cause and effect, and that accurately, patiently, calmly, without prejudice, vanity or temper—this is what is wanted for true freedom of mind.—Charles Kingsley.

Larger Districts, Fewer Schools and Better.

One of the greatest mistakes in the management of the country school has been the multiplication of small districts. The policy has been to put a school house, as a rule a very poor one, at every child's door. It should have been to put a good house with a good school taught by a well trained, scholarly teacher in each district of four or five miles square, near enough to every child to be reached with a little effort; and it must come to this before our country schools can accomplish any great good—unless, indeed, we are willing to increase our school tax at least fivefold.

At present there are about five thousand white schools in the state, with a total average attendance of little more than one hundred and fifty thousand, or not more than thirty to each school. The schools are taught in houses of an average value of less than \$200, counting house, lot, and equipment. The average length of term is about sixty-five days. Less than two-fifths of the white school population attend school about one-fifth of the year. This gives an average of twenty-five days a year for the total white school population. The schools are unclassified, and most of them are taught by untrained and inexperienced teachers— young men and women who teach three or four years only, and who have been in the school room less than two hundred fifty days when they leave it forever. At the present low standard only about half of them hold first grade certificates. They receive annually for teaching an average of \$75. The picture for the colored schools would only be darker.

The remedies for this state of affairs are fewer schools, more money raised by local taxation, a higher standard for teachers, ample facilities for their training, and compulsory attendance. Only the first of these is considered here.

The white schools of Guilford county are taken as an example of what might be done in many counties in North Carolina, and approached in all. Not including Greensboro and High Point, both of which have their own school systems, supported largely by local taxation, this county has about \$10,000 for its white schools. There are ninety-six schools with an average school population of

fifty, an average enrollment of thirty-five, and an average attendance of twenty. Each school has about \$100 for all expenses, and the school term is nearly sixteen weeks.

The county is quite regular in its outline, there are no mountains, swamps or large streams. It is divided into eighteen townships, all of the same size and shape, eight miles long and about four and one-half miles wide. These townships have an average of five and one-half schools, each school district, or beat, being about two and one-half miles square. If these are laid out regularly, then no child lives as far as a mile and a half from the school. If putting the school house close to the children would secure good attendance, then the attendance in Guilford ought to be perfect. But it has not been so. Here, as elsewhere, the effect has been just the opposite.

But let us suppose each township divided into two school districts, each four miles long and four and a half wide, with a good house as nearly as possible in the center. This would reduce the number of schools to thirty-six, with about one hundred thirty children and \$250 to the school. Some would have as many as two hundred twenty-five children and \$400, while in others there would probably not be more than seventy-five children and \$125. Few children would then live more than two miles from school; and there are few days in the year when a walk of two miles in the morning or evening is anything more than a pleasure for children over six or seven years old. If for some the distance should be too great, it should be remembered that most farmers have an extra horse and some kind of vehicle, and could arrange for their children to be carried to school during bad weather.

With this arrangement many schools could run at least six months, employing one good, strong teacher at \$35.00 a month and one assistant at \$20.00 or \$25.00. These schools could be classified giving the primary classes to the assistant, and the intermediate and higher classes to the principal teacher, who would also be responsible for the general management of the entire school. Having only half the number of classes, the teacher could give twice as much time to each class as is given. The school and the classes would be large enough to maintain some spirit and enthusiasm, and at least one skilful teacher of strong and mature character in each school would insure good government and discipline, and a six months session

would give time for some progress in studies. The longer session, better pay, and the consciousness of something accomplished would attract and hold a better class of teachers. All these together would tend to elevate the schools in the estimation of the people, and it would not be long before these people would begin to be willing to appropriate more money to them—for the people of North Carolina, like any other people, are willing to pay for whatever they are convinced is worth the price.

A few of the schools might employ three teachers and add a few high school classes, thus attracting to them the more advanced pupils of those districts in which no such advantages were offered. Proper arrangements could be made for this, as is now done in many states. This would be the beginning of a system of public high schools, of which the state is now destitute.

By having fewer houses to build and maintain, these might be made of a much better quality; and by having a good teacher at each house for six or seven months in the year, the school house might soon be made the center of interest and of intellectual life in the community, as has been shown by Superintendent Lawton B. Evans in earlier numbers of the JOURNAL.

The plan here advocated is not a new one by any means. The present school law was formulated largely for the purpose of giving an opportunity to put it into effect, and the sooner it is begun the better will it be for us and for our children.

When the writer was a school boy of ten or twelve years old in an adjoining state this plan was adopted in the district in which he lived. Until that time the schools had been in about the same condition that ours are now in, possibly worse. The sessions were only a few weeks in length, the attendance scant and irregular, the teachers indifferent, the houses mere log huts, with the most primitive seating, and no maps, charts or other apparatus. But the committee wisely determined to reduce the number of schools from three to one. The people built a good house by popular subscriptions of money, materials and labor. A teacher, the first one in that community, it is believed, who had read a book on teaching—he had a copy of Page's Theory and Practice—was employed at \$50 a month for ten months; assistants were employed, at first, one, later, two, and one hundred and twenty-five children attended regularly for the greater part of the session, and more good was accomplished in ten months than had been accomplished by all the

schools of the district within the last five years. The writer's father, who had a large family of children, was a committeeman and had one of the small schools almost at his door; but he worked for the new plan, although the new school was to be built nearly three miles from his home. No other act of his life was productive of more good to his children than this. They walked to and from school at all seasons of the year, frequently through rain or snow, but they had a school from which they gained, as did many other children, what a poor country district ten years after the close of the civil war could not have given them in any other way. No child, I believe, was ever injured or ever felt greatly burdened by the longer walk.

What this district did every district in Guilford county, and most districts in North Carolina and the South may do. Larger districts, fewer schools and better must be our motto.

The following committees have been appointed by the Wake County Teachers' Association:

Picture Committee—To find pictures suitable for the teaching of history, geography, and literature—A. R. Flower and Miss Ida Yates.

Apparatus Committee—To find or make simple apparatus for teaching any subject—A. F. Sams, Miss Sarah Pennington, Miss Lizzie Bellamy.

Magazine Committee—To report to the association the best articles in current literature bearing upon school work—Miss Edith Royster, E. L. Green.

Teachers' Exchange Committee—J. P. Canady, Miss Mabel Hale, Miss Binie Hunter.

The next meeting of the association will be held in Raleigh, June 11th.

The Camden County Teachers' Association was organized at Camden March 19, Supervisor C. B. Garrett being elected president. Mr. Garrett read a paper on the object and importance of the teachers' association, showing that the association should help the teachers to improve themselves in the art of teaching, produce harmony among teachers, school officers and parents, and lead to a general improvement in educational conditions and sentiment in the country. Miss Anne Boushall showed how the teachers might be helpful, each to all and all to each, in the association, provided the meet-

ings do not degenerate into debating and speech-making clubs. Every paper should attempt to be practical and helpful, dealing with actual experience. The teachers must also read. The reading teacher is the thinking teacher. M. B. Burgess urged the necessity of co-operation between parents and teachers. The teacher can hope to accomplish but little for any child, if the parent of that child is indifferent or works in opposition to the teacher. Miss Kate Harris's paper on the essential qualities of a good teacher emphasized the importance of thorough preparation, and a careful, cheerful manner in the school room.

The next meeting of the association will be held at Camden, June 18. The JOURNAL wishes the association long life and much success.

The teachers of Vance county met at Henderson April 2, and organized an association, which will meet in the court-house the first Saturday in each month. The subject for discussion at the next meeting is how to secure better attendance in the schools.

What man of you having a house to build will employ some neighbor boy to build it, just because the boy is bright, or honest or needy? Will you not rather employ a carpenter who has at least some reputation for skill, some tools, and some practical experience? But you have a school to be taught, forty children to be instructed and trained. This work is as much more difficult than house-building as mind is superior to matter, as human beings are above pine boards. What will you do? Will you employ a teacher of tested skill, or will you hire your neighbor's daughter because she is a good girl, or smart or needy?—*Midland Schools.*

The acquisitions of memory are limited, those of judgment are without bounds.—*Marcel.*

... COMMITTEES ...

That have been appointed to procure Invitations for Anniversary or Commencement Exercises should correspond with J. P. STEVENS & BRO., the well-known Southern Engravers of Atlanta, Ga. This firm is now doing nearly all the fine work that is used by Southern Colleges; they have one of the finest plants in the United States, and specimens of their work indicate a high standard of artistic elegance. Their prices are very reasonable, and being a Southern institution, they should have the support of Southern Colleges. Write them for samples and prices before placing your order.

Southern Literature.

The article in this number of THE JOURNAL, "A Bibliography of Works on Southern Literature," by Dr. C. A. Smith, is the first of a series on Southern literature and its use in our schools.

All literature which possesses educational value is an interpretation of life, an expression of its inner spirit and real essence, of which all who love it or come into contact with it are more or less conscious, often quite dimly, but which they cannot express. The culture of literature lies in the help it gives us in gaining a fuller consciousness of this spirit and a more intimate acquaintance with the life of ourselves and others, and it is helpful only as it is seen to be an interpretation of life. So long as it remains in the child a mere matter of words and letters, a thing foreign to him, he gains no culture from it, and it is devoid of interest. Here, certainly, the letter killeth, and only the spirit can make alive.

For this reason the first literature read should be as nearly as possible an expression of the child's own life and the life of the community in which he lives. It should deal with the manners and customs with which he is familiar, the facts, opinions and sentiments he has heard discussed at home and among the people of his community. The background of scenery, climate, animal and vegetable life, should be that of his own section. Like geography, history and all other subjects, literature must begin with the child's own experience, and, hence, with his own home. Having seen in this literature an expression of his own life and experience, he will the sooner and the more surely be able to gain through literature a knowledge of the life and experience of others. This is an educational principle which has no limit. For this reason are the children of those states and countries to be counted happy which have a rich literature of their own, and make it the basis of education. The greatness of Greece was due to this fact. The Iliad and the Odyssey were the Greek child's first reading books, and he learned much of them from his teacher and others before he could read. The children of New England have an advantage in that they have ready to hand a large amount of excellent literature, easily understood by them, because it is in a sense provincial. It is of New England, always in its setting, and for the most part in its spirit and life. This has been and is yet the best literature for use in our schools. But it is to a degree foreign to our children; it requires much explanation, and

they fail to get from it what the child gets who is acquainted with New England winters, late springs, nor'easters, Monadnock, the White Mountains, Maine birch, Puritan traditions, Boston tea parties, the old South church and Lexington.

Will we not act wisely if we gather together the literature of our own section, not in any sectional spirit, but in the spirit of our section, in the spirit of the pedagogical principle already mentioned, and arrange it for use in our schools, as the New Englanders have done for theirs? At least our teachers should know what we have. Even if it is not absolutely so good as that of New England, it is better from our standpoint and for our use. Nor is the amount of literature suitable for this purpose so small as many imagine.

Already a number of gentlemen fully equipped for the work have consented to prepare articles on different authors, and others will be engaged later. The series will contain ten or a dozen articles, and may be expected to be the best of its kind yet published. It is expected that this will result in the collection of our most usable literature and its general introduction into the schools. They will all be published within twelve or fifteen months.

Summer Schools in North Carolina.

We call attention to the summer schools at the University and at Wake Forest College, both beginning on June 21st and continuing four weeks. Both announce strong faculties and both will make special efforts to help those who attend for the purpose of becoming better prepared to teach. It can not fail to be helpful to any teacher to spend a few weeks at a good summer school and gain a wider, fuller view of his work. Those who attend at all should enter on the first day and remain to the close. Those who attend only a few days in the midst of the session are quite sure to go away disappointed.

We wish to call attention also to the summer school for colored teachers at the Agricultural and Mechanical College, Greensboro. This school will open July 20th and will continue three weeks. President Dudley has secured a number of able instructors in addition to the regular faculty of the college, and he will spare no effort in making this session more helpful than that of last year, which was so satisfactory. This school offers an excellent opportunity for the improvement of colored teachers, and should be largely attended.

Vance Day Exercises.

North Carolina has never given birth to a greater man than Zebulon Baird Vance, the man of the people. It is fitting, then, that all schools in the state should in some way commemorate the anniversary of his birth, May 13. The following simple programme will be helpful for this. Let different children read or repeat the separate parts of the story and all join in the singing. The teacher or some prominent citizen should tell something more of him, especially of his character and his later life. Don't fail to tell the children of the erection of the Vance monument at Asheville, and of its unveiling on May 10. The newspapers will contain matter for this.

Vance is the man most loved by North Carolinians, because he was the man that loved North Carolina most. No man was ever truer to his people than Vance; no man has ever done so much for North Carolina. For this reason we celebrate his memory to-day; we tell the story of his life, and hold up his character as a model for the youth of North Carolina.

* * *

Vance was elected to his first public office when only 22 years old. From that time to the day of his death he continued in the public service, except for five years just after the war, when he was not allowed by the United States government to hold office, though elected by the people of his state. But whether in office or out, from the day he first became Governor of North Carolina, in 1862, to his death, in 1894, Vance was the greatest man in North Carolina, the man most before the people, the man the people most delighted to listen to, and to honor.

* * *

Zebulon Baird Vance was born in Buncombe county, N. C., May 13, 1830. His parents had a large family. Zeb and the other children went to school in the country. He was full of fun then, as he was all his life. He would get into mischief like other boys, but he had a name for truthfulness in those days just as he had when a man.

* * *

An old man who lived near the Vances and knew Zeb when he was a school-boy has said this about him:

"Well, you may say what you will

about Zeb; he was a mighty bad boy and hard to control, but he had one redeeming quality that made up for all his faults. Zeb would tell the truth. When you missed your eggs that you wanted so much for the preacher, and were so mad that they were gone, and all the boys denied everything about them, Zeb came up like a man and told that he took them, but he would not tell who helped him eat them. He would always tell the truth."

* * *

When Zeb Vance was a little older he wrote some verses called "The Little Patched Trousers." You will see that they sound somewhat like "The Old Oaken Bucket," and we get from these lines an idea of how little Zeb used to spend some of his time in his country home:

The Little Patched Trousers.

How dear to my heart are the pants of my childhood,
When fond recollection presents them to view,
The pants that I wore in the deep tangled wild-wood,
And likewise the groves where the crab apple grew;
The wide-spreading seat with the little square patches,
The pockets that bulged with my luncheon for noon,
And also with marbles and fish-worms and matches,
And gum-drops and kite-strings from March until June;
The little patched trousers, the made-over trousers,
The high-water trousers that fit me too soon.

No pantaloons ever performed greater service
In filling the hearts of us youngsters with joy;
They made the descent from Adolphus to Jervis,
Right down through a family of ten little boys,
Through no fault of mine, known to me or to others,
I'm the tenderest branch on our big family tree,
They came down to me slightly bagged at the knee;
The little patched trousers, the second-hand trousers,
The old family trousers that bagged at the knee.

* * *

When Zebulon was 12 years old his father sent him to school near Jonesboro, Tenn. The place was called Washing-

When attending commencements, and in passing to and from the assembly and summer schools stop at the

McADOO HOUSE, GREENSBORO, N. C.

Perfect appointments.

New management.

PERKINS & HODGIN, Prop'r's.

Pomona Hill Nurseries,

POMONA, N. C.

Near Greensboro. One of the oldest and largest Nurseries in the South.

Healthy Stock, True to Name.

Native and Foreign

FRUIT AND NUT TREES.

Up with the times with all the new fruits of merit as well as the old standard sorts.

Specialties: Apple and Peach Trees for market orchards, Japanese Pears, Plums, Chestnuts, &c.
Green House plants, and cut flowers and funeral designs by a

COMPETENT GERMAN FLORIST

Telegraph us for funeral designs. Write for catalogue and pamphlet on "How to Plant and Cultivate an Orchard." Address

J. VAN LINDLEY, Proprietor,
POMONA, N. C.

Greensboro Nurseries, GREENSBORO, N. C.

For all kinds Fruit, Shade and Ornamental Trees, Vines and Plants.

It is our aim to furnish the very best, both in varieties of fruit and grade of stock, that skill can produce, and the many testimonials that we are receiving is the best evidence that we are succeeding. Space only admits one here.

OAK RIDGE, N. C., March 29, '98.

Dear Sir: The trees received and planted. Many thanks. I never saw a finer lot, and the selection seems to be superb. Of the 100 trees sent me last spring only 4 or 5 died and I think that was caused by bad plowing. Every tree in my young orchard came from your nursery and I am so well pleased that I shall buy from you when in need of anything in your line. With kindest regards I am, Yours truly,
(PROF.) T. E. WHITAKER.

The above was unsolicited and is only one of many. I use it by permission and because it comes from a man who is well known as a professor of an institution of which the state is proud.

I also have the finest herd of registered Poland China Hogs in the South and a list of testimonials from delighted customers that would fill this page. Write for catalogue and testimonials. Your patronage wanted.

JOHN A. YOUNG, Prop'r.

ton College, and Vance was there when his father died. He afterwards entered the University of North Carolina in 1851 and studied law.

It was at Chapel Hill that Vance began to make his great reputation for humor. No man in college could equal him in telling a joke. Soon after he entered the university a crowd of sophomores came to his room one night to have some fun with him. Vance was in bed and the boys tied his big toes to the bed posts. But Vance began telling them some mountain yarns, and the sophomores forgot what they had come for, and sat and listened to Vance all night. They had had more fun than they had expected, though it was of a different kind. And ever after that Zeb Vance was a great favorite in Chapel Hill.

* *

But Vance was more than a joker and a fun-lover. He stood well in his law class, and received license to practice law in 1852. The same year, when only 22 years old, he was elected attorney for Buncombe county. Two years later he was elected to the legislature. Then in 1858 he became a candidate for congress. His opponent was an experienced politician, and one popular in his district. Vance was only 28 years old, and his friends had no hope he would be elected. But the young man went into the campaign in earnest, and made such good speeches he pleased everybody that heard him, and he was elected. At the end of Vance's first term in congress he was elected again, and he was a member of congress when the war came on.

* *

Now, North Carolina has never been a hot-headed state. A large majority of the people of North Carolina were opposed to secession. Our state remained in the union until all the states south of us and Virginia on the north of us had seceded, and until after the Confederate government was formed and the war had begun.

VISIT THE
GREENSBORO

New Dry Goods House.

Largest line of Silks, Dress Goods, Organdies, Lawns, Laces, Ribbons, Embroideries and Staple Dry Goods to be found in the city, and at prices much lower than you are used to paying.

D. BENDHEIM & SONS,
230 S. Elm St., Greensboro, N. C.

Vance was an ardent lover of the union; he did what he could to prevent a war between the states. He has told in a speech delivered in Boston how he felt about secession, and why he joined the Confederacy:

"When Fort Sumter was fired upon, immediately followed by Mr. Lincoln's call for 'volunteers to suppress the insurrection,' the whole situation was changed instantly. The union men had every prop knocked from under them, and by stress of their own position were plunged into the secession movement. For myself, I will say that I was canvassing for the union with all my strength; I was addressing a large and excited crowd, large numbers of whom were armed, and literally had my arm extended upward in pleading for peace and the union of our fathers, when the telegraphic news was announced of the firing on Sumter and the president's call for seventy-five thousand volunteers. When my hand came down from that impassioned gesticulation, it fell slowly and sadly by the side of a secessionist. I immediately, with altered voice and manner, called upon the assembled multitude to volunteer, not to fight against but for South Carolina. I said if war must come, I preferred to be with my own people. If we had to shed blood, I preferred to shed Northern rather than Southern blood. If we had to slay I

had rather slay strangers than my own kindred and neighbors; and that it was better, whether right or wrong, that communities and states should go together and face the horrors of war in a body—sharing a common fate, rather than endure the unspeakable calamities of internecine strife. To those at all acquainted with the atrocities which were inflicted upon the divided communities of Missouri, Kentucky and Tennessee, the humanity of my action will be apparent. I went with and shared the fate of the people of my native state, having first done all I could to preserve the peace and secure the unanimity of the people to avert, as much as possible, the calamities of war. I do not regret that course. I do not believe there is an honorable man within my hearing tonight who, under the same circumstances, would not have done as I did."

* *

Carolina! Carolina! Heaven's blessings attend her!
While we live we will cherish, protect and defend her;
Though the scorners may sneer at and writings defame her,
Still our hearts swell with gladness whenever we name her.
Hurrah! Hurrah! the Old North State forever;
Hurrah for the good Old North State!

Continued on page iii, between 38 and 39.

THE FINEST DRY GOODS HOUSE IN GREENSBORO.

When in need of Dress Goods, Silks, Organdies, Lawns, Ready-made Shirt Waists and Skirts, in silk, wool or wash goods, Laces, Curtains, Table Linens, Notions, Fancy Goods, Domestic, Carpets, Mattings, Rugs, or any others of the thousand and one things usually carried in a first-class dry goods house, call on us and you shall be supplied at the lowest price.

Yours truly,

SAMPLE BROWN MERCANTILE COMPANY,

234 South Elm Street.

Better School Houses.

As a rule, our school houses are anything but suitable homes for our children. Small, uncomfortable, unhealthy, unsightly, ill-furnished, they are, it is to be feared, only too true an index to our educational spirit. About the most uninviting place in any community is the school house and its surroundings. But a better spirit is coming upon us, and it should manifest itself in better school houses, larger, more comfortable, and more tastefully built and furnished. The school house is the home of the children, and should be the center of interest and the pride of the community. It should therefore be the best house in the community. Among the Greeks it was accounted a disgrace if the house of any private citizen was more costly than their temples. So should we be unwilling to let these temples of liberty, freedom and progress, the temples erected to the God of childhood, be inferior to our homes in comfort and beauty.

Five hundred good school houses, of a value of six hundred to one thousand dollars each, should be built every year in North Carolina until every district of reasonable size is supplied. But no dollar of our scanty public school fund should be taken for this purpose. They should be built and furnished by popular subscriptions, as our churches are. There is no community in the state that might not build a good house within the next ten months and be none the poorer for having done so.

All country and village people have more or less leisure time. There is an abundance of good timber in all parts of the state. The small amount necessary for lumber sufficient to build a school house can be given by three or four men, and not be missed. Other men with teams can haul it to the saw mill, near at hand anywhere in the state. In most places there is an abundance of stone for foundations. Some money will be necessary to pay carpenters, purchase hardware, etc.; but a very small subscription from each one of the seventy-five or one hundred families in the district, or even from the wealthier of them, will easily make up an amount sufficient for this. Much of the heavier work, and that requiring less skill should be contributed by men and larger boys in the community less able to contribute materials or money. The best country school houses we have known were built in this way. Of course, every house should be painted and well furnished.

THE JOURNAL would like to hear from any community that undertakes to build a house for its public school in this way.

Church and Private Schools in North Carolina.

In the May number of *The College Message*, Greensboro Female College, Prof. C. L. Raper completes his "Church and Private Schools in North Carolina," and the chapters will soon be issued in book form, and can be had from the author. The book will contain about 260 pages.

This is a very valuable contribution to the educational history of North Carolina, the most important yet made. The work has been done with much care and pains, and with rare good judgment. From a large mass of material, letters and original documents, the author has culled the most important facts concerning the principal schools in the state, and has summed them up with great fairness. Apparently no effort has been spared to arrive at the truth in every instance, and to tell it in the plainest and most direct manner. The book will, no doubt, become a standard authority on all points of which it treats.

We had hoped the author would add, at the close of his detailed account of various institutions, a chapter summing up his conclusions on the principal educational questions referred to in the body of the book, and those now most prominently in the minds of the people. The book seems to demand such a conclusion, and it presents an appearance of incompleteness without it.

National Educational Association.

The attention of the teaching profession in North Carolina is called to the meeting of the National Educational Association in Washington City July 6-12. The railroads will sell round trip tickets for one fare, plus \$2 membership fee, with extension of tickets to August 31. Tickets will be stamped for return on any date from July 7 to July 15 without deposit.

I trust that a large delegation of North Carolina people will attend this meeting. Apart from the interest and instruction of a visit to our Capital City, it would be beneficial to the state to have a strong representative delegation at this annual gathering. Last year the state sent an invitation to the national Department of Superintendence, asking that Association to hold its next meeting in North Carolina. Even if the Association had been disposed to come to North Carolina at this time, the fact that the state had only four representatives at Chattanooga would have inclined the Association to go elsewhere. When the National Educational Association comes so near to the state as Washington City, it seems to me that for the sake of our own reputation, North Carolina ought to be represented by a good delegation.

If any one under whose eye this notice may fall, desires information in regard to hotel rates, etc., I shall be glad to have him communicate with me. I have not yet secured rooms for North Carolina headquarters, nor do I desire to do so until I have more definite information as to the probable attendance from the state.

CHAS. D. MCIVER,

State Manager and Director for North Carolina.

May 2, 1898.

Plans are being matured which will greatly improve the character of the JOURNAL OF EDUCATION and make it more valuable to all classes of readers, and especially to the teachers. No effort will be spared to make it an ideal journal of its kind, always meeting the peculiar demands made upon it by the educational conditions and interests of the state and section. But before we can hope to accomplish our purpose fully the paper must be in the hands of all teachers and school officers and a large number of citizens. We want fifteen thousand new subscribers before the opening of the fall sessions of the schools. We want your name among these, if it is not already on our list. If you have already subscribed, we want your help in securing other names. Fifty cents a year for a journal of the character and size of this is very little, and every one interested at all in education can afford to take it at this price. Send in your subscriptions at once.

There should be three thousand teachers at the meeting of the North Carolina Teachers' Assembly at Asheville June 15-18. The executive committee has arranged an excellent programme, and have also done wisely in limiting the session to three days of active work. Those who desire to do so can, of course, remain longer and get the benefit of the delightful climate and magnificent scenery of the "Land of the Sky." But many can remain only a few days; and the present arrangement will make it possible for all who attend to be present at one time. This will tend to make the exercises more interesting and profitable. Both railroad rates and board will be very reasonable. Every teacher who can should attend and help to make this meeting more valuable than any we have yet had. You cannot afford to miss it. See programme and official announcements elsewhere in this number of the JOURNAL.

Those who visit the State Normal and Industrial College now are delighted with the great improvements which have been made on the grounds since last fall. Prof. Brown is one of the best landscape gardeners in the country, and his work is rapidly transforming the rather rough grounds of the college into a place of beauty.

Not the cry, says a Chinese author, but the rising of a wild duck impels the flock to follow him in upward flight.—*Jean Paul Richter*.

We wish to urge every teacher who can do so to attend the meeting of the National Educational Association, Washington, D. C., July 7-12. As a rule, very few North Carolinians have attended the meetings of this body, even when they have been held near us. Probably no other state in the Union has so few representatives at these meetings. This should not be. We can not expect the world to give us credit for any great interest in educational matters so long as we manifest no interest in these great gatherings where the most vital educational topics are discussed by the ablest educators of the continent. Nor can we hope for any great advance so long as we shut ourselves off from the educational world and refuse to come in contact with those who are working at the great educational problems. This is the greatest educational gathering in the world, and it meets this year almost at our doors. Let us all attend, and catch something of the enthusiasm which fills the air about such a meeting.

The North Carolina State Teachers' Association (colored) will meet this year at the Agricultural and Mechanical College, Greensboro, June 15-20. A valuable and interesting programme has been arranged, and those who attend may expect much benefit. Among those who will make addresses are Profs. W. L. Poteat, J. A. Holmes, P. P. Claxton, E. E. Smith, S. G. Atkins, P. W. Moore, J. W. McDonald, Boyer, Kennedy, Morris, Bruce, and Dellinger, and President Dudley. The railroads will make special rates. Board for the week will be \$2.00.

The State Board of Examiners has issued "A Course of Study for Teachers in the Public Schools of North Carolina, together with Suggestions on Methods of Instruction," a pamphlet of sixty pages, bound in paper. The title of the book fully explains its nature and purpose. It contains outlines of subjects taught in the public schools, with illustrated lessons and many valuable suggestions to the teacher. The list of books suggested in connection with the different subjects adds to the value of the pamphlet. The work of the Examiners and others who aided in the preparation of the book seems to have been well done. Every teacher should procure a copy of the pamphlet and give it careful study.

Education—a debt due from present to future generations.

Wake County Library.

The literary committee appointed by the Wake County Teachers' Association for the purpose of devising some means for a circulating library for Wake county reported at the last meeting of the association, making the following recommendations, which are published here for the benefit of other associations which may be thinking of attempting a similar work. The article in this number by Superintendent Abbott of Bibb county, Georgia, should be compared with this.

- "1. That the library consist of sections of 50 volumes each.
- "2. That these sections circulate from one community to another semi-annually.
- "3. That each section be under the control of a local librarian, who shall keep a record of all books loaned and returned.
- "4. That there shall be a county librarian who shall receive semi-annual reports from the local librarians, and also make semi-annual reports to this association. This officer shall also direct the sending of the sections to the proper committees.
- "5. That a set of library rules be made setting forth fines, &c., for lost or damaged books and for books not returned promptly.
- "6. That this association pay necessary expenses for correspondence and the shipping of sections
- "7. That each teacher be urged to try to arouse sufficient interest in some community to induce it to furnish funds to buy one section.
- "8. That an effort be made to induce men of means to aid in this effort to furnish good books for the use of rural districts.
- "9. That the cost of each section will be \$15 or more, according to the kind of literature, binding, &c.
- "10. That this association control the library, and, whenever circulation shall cease, shall give instructions as to the disposition of books.
- "11. That a committee of three be appointed to select and purchase books."

There were one hundred twenty-five teachers present at the meeting of the Buncombe County Teachers' Association April 30, and a most interesting session was held. The County Board of Education of Buncombe has appointed one of its members, Mr. Folsome, to attend the National Educational Association at Washington. The board will also provide three summer schools in the county, as already announced in the columns of THE JOURNAL. Surely Buncombe is setting an example worthy of imitation by other counties.

What from your father's heritage is lent,
Earn it anew, to really possess it! —*Goethe*.

Commencements--Dates and Speakers.

The information contained in these notices will be interesting to many of our readers. Other schools would have been included had we secured dates and programmes in time.

COLLEGES AND ACADEMIES.

UNIVERSITY OF NORTH CAROLINA, May 29-June 1. Sermon—Rev. Wilbur F. Tillett, D. D., of Vanderbilt University. Address before School of Law—Hon. Thomas C. Fuller, LL. D., of Raleigh. Address—Hon. Hannis Taylor, LL. D., of Mobile. June 1, 4 p. m.—Laying Corner Stone of Alumni Building. Addresses by Hon. Julian S. Carr and Hon. Francis D. Winston.

NORMAL AND INDUSTRIAL COLLEGE, Greensboro, May 21-24. Alumnae reception, Saturday night, May 21. Address—Hon. James Wilson, Secretary of Agriculture of the United States. A large number of Alumnae and former students are expected.

TRINITY COLLEGE, June 7. Sermon—Rev. Jno. B. Robbins, D. D., of Athens, Ga. Address—Rev. C. C. Brown, D. D., of Sumter, S. C.

WAKE FOREST COLLEGE, May 23-26. Address to Law Department—Justice Walter Montgomery. Alumni Address—E. E. Hilliard, Esq., of Scotland Neck. Address before Literary Societies—President Andrews of Brown University. Sermon—Rev. W. R. L. Smith, D. D., of Richmond, Va. Graduating class has forty-eight members.

LIBERTY NORMAL COLLEGE, May 21-24. Sermon—Rev. T. M. Johnson of Greensboro, N. C. Address—Prof. P. P. Claxton, State Normal and Industrial College. Concerts and contests.

ELIZABETH COLLEGE, June 13-15. Sermon—Rev. A. G. Voigt, D. D., of Newberry, S. C. Address before Literary Societies—President E. A. Alderman of the University of North Carolina. (Other speakers not yet secured.)

NORMAL AND COLLEGIATE INSTITUTE, Asheville, June 7. Sermon—Rev. E. A. Elmore, D. D., of Knoxville, Tenn. Other exercises. Seven graduates in Normal Department. (Smallness of class due to lengthening of course of study.)

SALEM ACADEMY—May 22-26. Sermon—Rev. H. A. Brown, D. D. Address—Hon. S. C. Lemly, LL. D., Judge Advocate General U. S. Navy.

GUILFORD COLLEGE, May 21-23. May 21, Dedication of Memorial Hall—Address by Prof. Henry Louis Smith of Davidson College. Sermon—Rev. Egbert W. Smith of Greensboro. Baccalaureate Address—Mr. John B. Garrett of Philadelphia.

GREENSBORO FEMALE COLLEGE, May 25-26. Sermon—Rev. W. S. Creasy, D. D. Alumnae Address—Rev. E. A. Yates, D. D. Literary Address—Hon. W. W. Kitchin.

WHITSETT INSTITUTE, May 15-18. Sermon—Rev. W. M. Doggett of Burlington, N. C. Address—John Gray Bynum of Greensboro, N. C.

WINTON ACADEMY, May 20. Address—P. P. Claxton, State Normal and Industrial College.

ROANOKE COLLEGE, Salem, Va., June 12-15. Baccalaureate Sermon—Rev. Alfred H. Studebaker, D. D. Annual Address before Literary Societies—Hon. Charles Emory Smith, LL. D., of the Philadelphia *Press*.

UNIVERSITY OF VIRGINIA, June 12-15. Sermon Rt. Rev. T. N. Dudley, Bishop of Kentucky. Address to Literary Societies—Hon. Joseph Bailey of Texas. Inauguration of new buildings replacing those destroyed by fire in October, 1875. Address by James C. Carter of New York. Poem by Hon. A. C. Gordon of Staunton, Va. Alumni Address—Rev. Randolph McKim of Washington, D. C.

WINTHROP NORMAL AND INDUSTRIAL COLLEGE, Rock Hill, S. C., June 5-8. Sermon—Dr. Samuel M. Smith of Columbia. Address—Attorney General W. A. Barber.

CITY SCHOOLS.

ASHEVILLE, May 23. Address—Dr. J. S. Felix, of First Baptist Church, Asheville. Essays by graduates. Class exercises. About thirty-five graduates from high school.

WASHINGTON, June 3. Address by J. H. Small, Chairman School Committee. Report and record of the year. Operetta by children.

STATESVILLE, May 12 and 13. Address, Thursday evening—President Charles D. McIver of State Normal and Industrial College. Friday morning—exercises by eighth grade, completing course. Friday evening—entertainment for library.

WILSON, May 10. Address—Prof. Edwin Mims,

Trinity College. Report of the year, school honors, &c. Concert first week in May, for library.

GOLDSBORO, May 27. The exercises will take the form of an Arbor Day celebration, the tree being presented by the graduating class. It is the custom here to let the closing exercises each year illustrate some phase of the school work. The programme this year will illustrate the nature study in the school.

WINSTON, May 19-21. Address—Prof. P. P. Claxton, State Normal and Industrial College. Class exercises, concert, etc.

CLINTON, May 20. Certificates to eight graduates. General literary exercises.

HIGH POINT, May 1-5. Sermon—Bishop Rondthaler, of the Moravian Church of Salem, N. C. Address—Hon. Kemp P. Battle of University of North Carolina.

COLORED SCHOOLS.

AGRICULTURAL AND MECHANICAL COLLEGE, Greensboro, May 22-26. Sermon—Rev. S. N. Vass of Raleigh. Address to Y. M. C. A. and C. E. Societies—Hon. J. C. Dancy of Wilmington. Annual Address—Dr. A. D. Mayo of Boston, Mass.

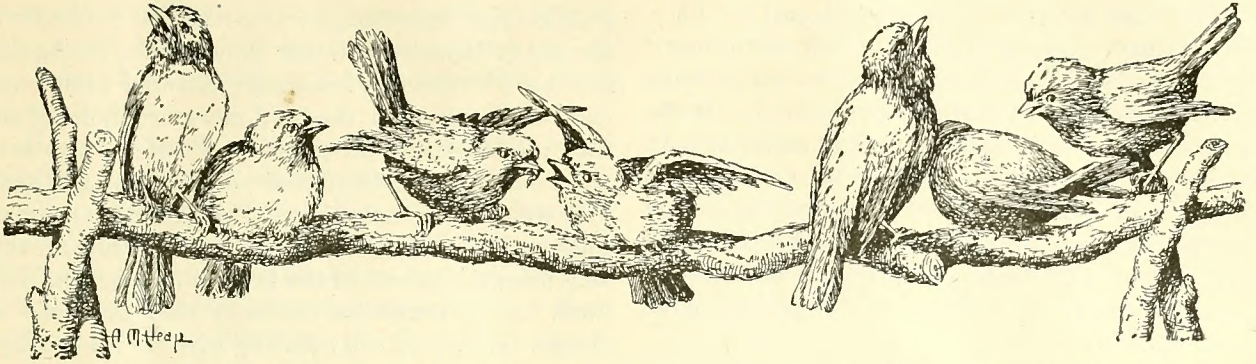
SCOTIA SEMINARY, June 5-7. Sermon—President Satterfield. Address—Rev. Samuel T. Clarke, Buffalo, N. Y.

LIVINGSTONE COLLEGE, May 18-25. Address before Y. M. C. A.—Rev. R. B. Bruce of Salisbury. Sermons—Rev. D. W. Jones of Louisville, Ky., and Bishop C. R. Harris, D. D., of Salisbury. Address before Y. W. C. T. U.—Miss Eliza Gardner of Boston, Mass.

BIDDLE UNIVERSITY, May 27-June 1. Sermon—Rev. D. J. Sanders, D. D., President of University. Addresses—Rev. G. T. Dillard, D. D., Hon. George H. White, and Rev. N. N. Gregg.

SHAW UNIVERSITY, May 8-12. Sermon—C. C. Somerville. Addresses—Gen. Henry B. Carrington, the Historian; Rev. J. A. Whitsett, Rev. A. B. Vincent, and Rev. P. F. Maloy.

DURHAM PUBLIC SCHOOLS, May 2-27, exhibit of the Copley Prints and Water Color Studies. Reproductions of notable paintings publicly owned in America; also of the Mural Decorations in the new Library of Congress at Washington, the Boston Public Library, and other public buildings.



Your songs, your forms, your rhythmic flight,
Your manners for the heart's delight,
Nestle in hedge, or barn, or roof,
Here weave your character water-proof,
Forgive our harms, and condescend
To man, as to a lubber friend,
And, generous, teach his awkward race
Courage and probity and grace.

—Emerson.

Do you ne'er think what wondrous beings these?
Do you ne'er think who made them, and who taught
The dialect they speak, where melodies
Alone are the interpreters of thought?
Whose household words are songs in many keys,
Sweeter than instrument of man e'er caught.

—Longfellow

Down the Brook.

MISS M. W. HALIBURTON, STATE NORMAL AND INDUSTRIAL
COLLEGE.

If asked what becomes of the rain which they have seen flowing in the rills down the hillsides, the children unhesitatingly answer that it runs into the brook; but if questioned further as to whether all that falls flows thus into the brook, a little thought may be necessary before they add that a part of it sinks into the ground.

Place before them a box of sand, one of clay, and a piece of solid stone. Let them pour water upon these and see into which it sinks, and through which it cannot pass. After this, take the class to a spring. If possible, let it be the one which is the source of the brook the children are to study. Question them. Where is this water coming from? How did it get into the ground? Pour some water on the ground around the spring. Does it sink into the soil? Do you suppose that the soil all the way down is like this? If so would not the water sink deeper and

deeper? Something through which it cannot pass must have stopped it. Can you think of anything which may be under the soil to prevent the water from going deeper? Yes, clay or rock. So when the water cannot sink deeper, but runs along under ground, and finds a place like this it breaks through the soil, and we call it a spring. You notice that the water which flows out here forms a little brook. The beginning of a brook, or any stream, is called its *source*.

Before we go further, let us decide which must always be called the *right bank* and which the *left bank* of a stream. As we move away from the source this on our right hand is called the right bank and, though we should turn and come back it would still be called the right bank, though no longer on our right hand.

The water runs between these two banks as if it were in a trough. Besides the sides, there is another part of a trough. What is it? The bottom of the trough of the brook we call the *bed*, because the water lies upon it. This bed and the two banks make what we call the *channel* of the brook. Did some one dig this channel? What made it? How did the water make it? As we go on let us see what the water is still doing to its channel and how it does it.

We are going to keep close to the brook so that our path may be as nearly as possible the same as that taken by the water. What do we call the path a stream takes? Yes, we will always, hereafter, use the term *course* when we speak of the way the water is flowing.

Observe those leaves on the water. What is moving them? Is water always in motion as this is now? What do we call the motion of water moving like this? Yes, the *current* of the stream. We wish now to study this current. Throw in these sticks. Try to find whether the current is swifter near the middle of the stream or close to the banks. You find it less swift near the banks.

Notice that the bank is deeply scooped out here. Why is this? Examine the soil. Is it soft or hard? On the opposite side see how the bank has been built up. Where did that soil come from? Is the bank on that side of harder or softer material than the bank on this side? Just below, the stream makes a great bend. Why does it wind around this point? Can you see any reason why it does not keep straight on? Examine the soil here. Has the hardness of the soil anything to do with changing the course of the stream?

Let us walk on and see if the brook does not move more swiftly in some parts than it does in others. See, here it is moving very swiftly. Can you see any reason for this? Does the bed of the stream slant very much here? Does that have anything to do with the swiftness of the water? Does a boy slide more swiftly down a steep hill or down one that is less steep? How is it with water? Is the channel narrow or wide here? Is the water deep or shallow? Let us throw in these pebbles and larger fragments of rock. See how easily it moves them. Teacher gives the name of *rapids* to this part of the stream, and children readily see why it should be so called. If a place steep enough to represent a waterfall is found give the name *rapids* or *cascade*. Float objects over it to show the children what great force this can represent in large streams.

Further on, the water moves more slowly, reaching a low level portion of the meadow, where it spreads out, filling a hollow and becoming still. This is a little pond. Throw stones in this slower current, and see how quickly they sink. Stir up the mud at this point. Observe how muddy the water is as it enters the little pond below, and how nearly clear when it flows slowly out on the lower side. Why is it clear then? What has the water done with the fine soil it held when it entered the pond? If it left it under the still water, let us see if we can find it. Show the mud deposited where the brook flows into the still water, and to these little mud banks give the name *delta*. Observe closely the soil deposited here.

As you approach the lower course of the stream call attention to the low level strips of land bordering the stream. Show that this land is made up of the loam and other soil which, when the brook was swollen and muddy from rains, it deposited as it overflowed and spread over the low grounds at its sides, making perfect miniature *flood plains*.

Before ending the trip, see that the children have

gained clear knowledge as to the order in which the brook deposits soil, that they noticed the banks gradually becoming lower, the channel wider, the current slower, and the land more nearly level as they move toward the point they will learn to call its *mouth*. Have them take a survey of the land over which they have come. Point out the fact that they and the waters have come down hill all the way from the source of the brook to its mouth. Let them try to remember whether they ever saw a stream running up hill; closing with the knowledge of the general law that all streams follow the slope of the land.

Elementary Physics in Common Schools.

D. L. EARNEST, STATE NORMAL COLLEGE, ATHENS, GA.

Physics is generally omitted from the average country schools. Where undertaken the work is largely a study of a text-book, which is not at all the proper method of work in science. Elementary work in science is a study of phenomena, not a mastery of what others have thought about phenomena. Before deciding upon what studies shall be included in his curriculum, the true teacher must have a clear conception of the purposes of educative processes. Without this definitely in mind it will be purely accidental if his work is truly helpful and wholesome for the child. If a new and untried study is introduced by the teacher there must be a valid reason; it must conserve some need of human nature, develop some power of human character, or contribute somewhat to the progress of civilization.

Teacher, is there any good to be derived from a study of nature and her laws which cannot be so well derived from other studies? If you are in earnest about this matter, you will here do some hard thinking for yourself. Take no further step until you realize that a child's study of natural laws and phenomena helps him to acquire certain habits and powers of thought to which he can not attain by any other sort of mental activity. Do not work without a well-defined purpose in view. Avoid experimentation with no other end in view than mere amusement or display. The following principles are worthy of consideration:

I. The child should have a practical acquaintance with those laws of nature by which his welfare and destiny are affected.

II. The method by which he becomes acquainted

with these laws should call into healthful activity his power of original thought and accustom him to apply his knowledge to the regulation of his own conduct.

III. The pupil must observe for himself, investigate for himself, think for himself.

IV. The mind of the child must be intensely occupied with that which is intended to be taught; from this it should not be drawn away by the distracting tendency of complicated apparatus. Much valuable work may be done by the aid of simple, costless, home-made apparatus, in the construction of which teacher and pupils should take active interest.

V. Do not hunt for that which is strange and startling; every-day phenomena and laws, so familiar that they are generally overlooked, afford abundant material and facility for developing mental activity which will prove valuable in subsequent life and duty. Confine yourself to that which is familiar.

VI. The mental exercise is far more valuable than the fact gained by the pupil; keep in view the fixing of habits and the development of power. Strong, earnest effort, intense application under the strong stimulus of a powerful interest evolve mental dynamics, whatever be the subject of thought. Select subject according to value.

VII. You must decide between two theories: Does a pupil derive greater good from an experiment when he knows its purpose and knows what to look for, or when he is trained to see its purpose and meaning? A clear understanding of the purpose enables the pupil to observe more intelligently and gain exact knowledge more rapidly; habitual practice in trying to see the meaning of phenomena is the more practical, more beneficial training for independent, thoughtful manhood. Method varies with theory. Whichever theory you advocate, when you finish the lesson the pupil must have a clear conception of these three things—1, purpose; 2, process; 3, presumption.

Both teacher and pupil should see the purpose, and, ere the close of the lesson, see the purpose attained. The pupil should, further, be able to make a clear statement about the details of the experiment, give in his own language a vivid account of what actually occurred as he saw it, and, finally, should be able to draw some inference, form some conclusion, assign some cause, give some explanation, modestly state at least a presumption naturally suggested by the work done.

If you prefer to allow the pupil to be in a sense an original discoverer and find out for himself the purpose of the experiment, do not neglect the observance of the other two points named above—the process and the presumption. The best results follow a judicious combination of the two methods, giving that one predominance which is best suited to the need of the class—and be sure you see the full meaning of this apparently indefinite suggestion.

The Garden as a Basis for Nature Study.

BY MABEL ACKERLEY [IN TEACHERS' INSTITUTE.]

Nature study includes a study of vegetation, insects, animals, birds, and minerals. Since it is always best to proceed from the known to the unknown in teaching, the teacher may begin by helping the pupil to make a small box for seeds. Lead him to examine them. Encourage him to make a garden. Let him do all the work himself, and when he is hoeing, to soften the bed, if he should discover curious earthworms, pause long enough to observe their color, form and habits. On no account allow him to harm them, but in the very beginning exercise the divine feeling of protection to the weak and humble.

In the study of the soil he gets a dim foreshadowing of the structure of the earth. Though the grain of knowledge gained may seem small, yet his interest will be awakened. A beautiful lesson in faith and patience follows when the seeds are planted. As the garden needs heat, light and water, the study of these elements comes in. The child may open different seeds and see the plant germ; so it is important that he should remember where he planted each kind of seed. Watch the look of joy and reverence on the little face when the first plant is discovered. He may be asked why the bean does not send up a pea-vine, etc. The constancy of nature is soon perceived, though it may not be expressed.

When the plants mature, the child may be led to the study of insects, birds and animals through the use of plants and seeds as food for all these creatures.

I once saw a child's garden where the birds came for seeds, a rabbit for fresh lettuce leaves, and bees for honey. A caterpillar spun her house on one of the tiny trees and the ants threw up their breast-works unmolested. What a university for the beginning of science work!

Rural Libraries.

PROF. W. L. POTEAT, WAKE FOREST COLLEGE.

So might I, standing on this pleasant lea,
Have glimpses that would make me less forlorn;
Have sight of Proteus rising from the sea;
Or hear old Triton blow his wreathed horn.

—Wordsworth.

In respect of well nigh all of the conveniences and privileges of civilized life the town is in advance of the country. This fact is to be explained, not by supposing the town to develop a livelier intellect and a higher quality of manhood, for the advantage here probably lies with the country, but by the simple matter of the respective sparseness and density of the population. Many people packed elbow to elbow in the restricted area of the town are able to push forward their common interests and provide for their social, intellectual, and religious needs to an extent which would be quite beyond their power if they were dispersed over an area fifty times as great.

The isolation of families in the country is a physical barrier which does, indeed, seriously hinder their development in certain directions. But it may be fairly questioned whether we have not taken it for granted that this barrier is insurmountable, surrendered outright in its presence, and so excused ourselves from any effort to improve and brighten rural life. The graded school for example is the hope and pride of the town, but for the country it is impracticable; so runs our conclusion, registered before debate or trial. A system of lectures is in high favor for the town, theoretically so at least; but who thinks of it as feasible in the country? What a delight and stimulus is the town reading club; but a country reading club?—of course that is a failure before it begins, and so it does not begin. A town that is alive to its higher needs would as soon think of excluding market wagons as of giving up its library. But a public library in the country? Preposterous! Who ever thought such a contradiction in terms could be realized in fact?

I. But something must be done to quicken and lead out the intellectual life of the country. And that—

1. *For the sake of the country itself.* In the beginning "the Lord God," so we read, "formed man of the dust of the ground." Though so exquisite in the complexity of its architecture, though so refined in its substance, the human body cannot

break with its past. Its "dust" lineage is ineffaceably written in the symbols of its chemical composition. It is akin to the pure, sweet earth, and reaches its estate in close association with it. Permanently estranged, it pines and, set upon having its way, withers down to its native dust. Now, this physical structure is not all there is of us. Upon it rests the upper stories of our nature. These spheres of mind and spirit, although they have a forward look to their ultimate independence of material conditions, yet touch the sphere of matter and are largely conditioned by it. And so it happens that both our lower and our higher selves attain their best development in kindly and sympathetic relations with external nature. Body is palest and mind sanest grown on the soil, amidst the standing corn. This is true of the individual. It is a true likeness of the race. I have thought that the toughness of fibre, the large and well-balanced virility, and the love of freedom which characterize the Anglo-Saxon and insure to him the supremacy of the modern world are due in large part to the attachment of his Teutonic ancestor to the soil from the time of his first appearance on the page of history. "The English," says Mr. Froude in one of his delightful volumes of colonial observations, "the English should not come to New Zealand to renew the town life which they leave behind them. They will never grow into a new nation thus. . . . Fine men and fine women are not to be reared in towns among taverns and theatres and idle clatter of politics. They are Nature's choicest creations and can be produced only on Nature's own conditions—under the free air of heaven, on the green earth, amidst woods and waters, and in the wholesome occupation of cultivating the soil."

And yet, with all this natural adaptation to the production of what is most worth in manhood and womanhood, the country wants the power to hold what it produces. It is ever emptying its wealth of original strength into the lap of the town. This is well enough for the town, but for the country it is prodigality, and must end in poverty. It is a settled truth among farmers, that, if all which the soil produces is taken off and no part of it in any form is returned to it, the soil sooner or later loses its power to produce anything. Now, this constant losing of its best material is an index of the existing poverty of country life, as well as the cause and prophecy of still deeper poverty to follow. Our civilization would, I fear, be discredited if a test

proposed by John Burroughs should be applied to it. He says that country life is perhaps one of the best tests of civilization. "Where country life is safe and enjoyable," he proceeds, "where many of the conveniences and appliances of the town are joined to the large freedom and the large benefits of the country a high state of civilization prevails." Our country life is safe enough, indeed, but is it enjoyable? When "their useful toil" is interrupted, what "homely joys" have the farmer's family to brighten "their destiny obscure?" What escape from the dull pressure of *ennui*? The great Chinese traveller thus characterized the Englishman: "He says, It's a fine day. Let's go kill something!" Do not the young men of our farms too often say, "The ground's too wet. Let's go drink something." Against this dreary alternation of labor and *ennui* or dissipation there must surely be some provision. And here we come in sight of some of the special needs of country life.

The first of these needs which I mention is a widening of the horizon and a larger outlook on human interests. The penalties of specialism are nowhere more manifest than amongst farmers.

A second need of country life is the elevation of its sole business by putting more intelligence into the conduct of it, so that we may come to fee it to be as creditable to one's mental abilities to succeed on the farm as to succeed in the office. A better fertilizer than "the Owl Brand" is brains, which contain, I believe, a higher percentage of phosphorus. When the calling is so dignified it will not be so difficult to retain on the farm the boys who are ambitious of intellectual distinction.

But the great need of country life, to make it attractive and resourceful, is intellectual food and intellectual companionship.

These needs ought to be recognized and met not only for the sake of the country, but also

2. *For the sake of the town.* I need not dwell upon the great world movement of population from the country to the town. True, it dates from the time of Cain, who "went out from the presence of the Lord" after killing his brother, "and builded a city;" but in the present century it has been more active than ever before, and in the decade from 1880 to 1890 out-ran the record for any previous decade of the century. I dare not hope that the census of 1900 will show any abatement of it. The depressing statistics of this drift are generally accessible and are probably familiar to you. I mention but one item; Even

in quiet old North Carolina during the ten years preceding 1890 there were as many as one hundred and ninety townships, about twenty-five per cent of the whole number, which actually decreased in population. Many serious questions emerge from this state of things, but my only purpose now is to call attention to the stream of humanity which is pouring out of the country into the city.

Says the charming out-door essayist already quoted, "God made the crab, but man made the pippin; but the pippin cannot propagate itself." And so it may be said that God made the country, man made the town; but, in spite of life conveniences, polish, and a certain smart knowledge of the world which now and then verges upon superciliousness, the town has not sufficient vitality to perpetuate itself without the help of the stream of fresh arterial blood from the country. The artificiality and tension of town life use up men and women. Families waste and die out. It has been said that when New York was buried in snow by the fearful blizzard of 1888 there was hardly food enough in the city to last it more than four days. But that great Vanity Fair of flashing lights and gorgeous spectacles, with its whipped-up nerves and fierce fight for gain, is no more dependent upon rural communities for food than for reinforcements of its jaded physique and languishing moral and mental vitality.

It is manifest that the problem of the country is largely the problem of the city also. If we can succeed in imposing any check upon the tendency of country life to deterioration and demoralization, we shall at the same time purify the sources of town life. This brings me to the consideration of—

II.—THE FUNCTION OF THE LIBRARY IN RURAL COMMUNITIES.

Americans are sometimes said to be a reading people. But there are two modifications to be made of that general statement. In the first place most of this reading is done in the towns and cities. In the second place, what reading is done in the country is, on the average, confined to the Bible and the newspaper; and it is well if the Bible can hold its own in the competition. I fear that it rarely can. Probably nine-tenths of the time which the average farmer gives to reading he spends over the newspaper, and I do not hesitate to say that the bulk of it is reading which would better not be done at all. With many honorable exceptions, the newspapers of the country, to the

extent of their large influence, by their avowedly one-sided interpretation of public affairs effectively discourage independent inquiry for the truth, and by their flippant vulgarity inevitably relax the intellectual and moral fibre and degrade the taste of the community. Furthermore, I believe the language of a leading Western paper to be entirely justified when it says, "The daily newspaper has become the most efficient school of crime and criminal methods in the world." It is time that those who care less for long subscription lists than for vigorous minds and high character in the coming generations were recognizing and protesting against this pernicious infection.

1. One function of the rural library, accordingly, would be to occupy a portion of the space now improperly filled by the newspaper, to recover the wasting strength of faculties which have been brought up on its weak diet, and to cast out the love of life's froth and scum, low ideals, and temporizing policies, by cultivating the taste for the true, the great and the lasting.

2. A library selected with care will, moreover, prove a boon to those who already love books, but who, in the deluge of printers' ink which threatens to overwhelm us, are bewildered and need a guide to profitable reading. For there are books and books, and one should no more think of reading any book which chance may drop into his hand, than of making an associate of the first man one meets on the road. The book is no more than the man who wrote it. Some books, like their authors, are positively bad, others are simply unpleasant or trivial, or of low nutritive value. We will have none of these, for where they do not inflict upon us a positive injury, they "cannot nourish, much less enlarge and beautify our nature." In the library such as we contemplate, limited as it must of necessity be, the choice of what is worthy is already made. It will not only guide the reading habit already formed, but form and establish it where it does not exist.

3. Again, the library in the country, or elsewhere, is the best means of culture. The college and the university cannot go to every man's door, but this circulating library may, and has not Carlyle said that a collection of books is the true university of to-day? Mr. Woodrow Wilson tells somewhere of a youthful acquaintance of his who, in the obscurity of the country and with no help from the schools, grew up to a large and beautifully unconscious culture by the incorporation into himself of a

few great world books. There is, to be sure, a certain type of culture attainable by contact with men and affairs. The Arab, for example finds in the tent a kind of school always open, where, says Renan, "the meeting of well-bred people gives birth to a great intellectual and even literary movement. Delicacy of manners and acuteness of mind have nothing in common in the East with what we call education." Even so. But you observe that the men who constitute this bookless university of the tent are well-bred and acute. Such qualities do not meet in every man, and when they do we may not all have the privilege of close intercourse with their possessor.

And what is this culture? For there are some persons among us who affect to despise what they in derision call *culchaw*, as being necessary, indeed, in the make-up of a transcendentalist,—whatever that may be,—but as quite out of accord with this practical end of the nineteenth century. This most precious thing of which I speak, is no other-world sort of refinement, afraid to soil its ethereal robes by contact with inferior natures. It is "the ability to see things as they really are," and so knows its place and does its work in the world with the highest efficiency. It is the ability to recognize and enjoy the good, the true, and the beautiful wherever they may appear, in nature, art or literature. It is not so much acquirement as power. It is not mass of information so much as a state of mind; not quantity of learning, but quality of spirit and taste which has ripened on the use of it. It is the condition of the harmonious maturity of all the elements of our nature nourished and developed by association with the best and highest members of our race.

4. But I must add a concluding word on the library as a well-spring of joy, a solace in solitude, a refuge from carking cares, and refreshment of spirits depressed by the drudgeries of life. I confess to you that this view of the little library in the humble home where mother and daughter, father and son have little to break the dull monotony of labor, and where the rare visitor is only a commonplace person like themselves—this view of the library as a blessed invasion of the good and the great of all time to illumine and cheer the home, is to me after all the most affecting. Here is Homer with the light of the morning world on his great brow, and on his tongue that matchless story of the happy time when nature was so close to man and man to God; when no taint of that fatal nineteenth

century disease of "problems" marred its generosity of impulse, its strength of passion or energy of action; when men as elemental and resistless as the sea they loved, crowded upon their destinies with fierce joy, and squandered the riches of their natures with a glorious liberality in pursuit of their ends of vengeance or of fame. Homer heads the procession of the kings of thought and feeling who pass the lowly threshold and take up their abode, now at last no respectors of persons and always accessible. As said Frederick William at the founding of the Berlin University, here is established the nursery of better times.

The Circulating Library in the Country Schools of Bibb County, Ga.

SUPERINTENDENT D. Q. ABBOTT, MACON, GA.

No department of public school work has lately received more attention or engrossed more thought than the rural schools of our nation, and it seems to me that everything which pertains to their betterment ought to receive and retain the interested attention of those who are most vitally concerned in them. Of all the interests which sway and mold the life and character of a child, nothing is more potent than the character of the books he reads. It is the legitimate function of the public school-teacher to inculcate and foster the reading habit, to develop the taste of the child in the right direction, and to secure the formation of good judgment and correct habits of reading.

With these views our teachers have for some years longed for the resources with which to put these ideas into practice and to cultivate in their pupils a taste for reading; but until the present year we have had nothing to encourage.

Mr. Kilpatrick, the general principal of the country schools, and all the teachers finally decided to raise a fund by every means possible and begin what would be the nucleus of a satisfactory circulating library, to the end that every white child in the country schools should have within easy access an excellent collection of pure, healthy, stimulating literature—adapted to the tastes of childhood. The teachers went to work with a will and soon raised a considerable sum of money, which was promptly invested in books. These books are distributed into nine sections; each section consists of a stout, neat box, eight inches by

ten, and three feet long. These boxes are numbered from one to nine, and a regular schedule or itinerary is arranged for each box. This itinerary is pasted on the inside of the lid of each box, so that every teacher will know just exactly where each box is during any particular month and where it will be on the first of the following month. Each box or section, which contains from eighteen to twenty books, remains at one school for thirty days, and the books circulate freely amongst the pupils and the patrons of that school during that time. At the end of the month the teacher knows what box is due next at the school and sends for it. Thus, you will observe, we secure a fresh supply of reading matter for each school for each month during the year. Of course at the end of a year the boxes have not all gone round, for the reason that we have more than nine schools, but the library will be constantly enlarged until we have a sufficient number of volumes to supply the needs of all the grades for the entire school year. The boxes are each furnished with a stout patent padlock, and all of the locks are of the same make and design. Each teacher has a key which will fit every box. When a box is received at a school the teacher proceeds to check up the books in that box, and, if any are missing, the titles of the absent books are reported to the general principal, who holds the last school which had the box responsible for them.

In this way it will be observed that every teacher is a check on every other teacher in the matter of accurate library accounts.

We are yet in a crude state, but we have gone far enough with this scheme to see that there is a great intellectual awakening amongst the children of the country schools; and not only so, but many of the parents as well as children have come in contact for the first time with books which they never expected to see, and of whose titles they had only heard.

As a consequence there has been a wave of enthusiasm on the subject throughout the county, the books are read by all the members of the family, the demand for these books is growing and constant, subjects for thought have been first brought to the attention of people in many homes, discussions of text-books and of literature take the place of idle and harmful gossip around the fireside and in social gatherings, and we verily believe that we have set in motion an influence which will grow from year to year and result in the complete intel-

tion of many people who have been in bondage only because of slender resources and lack of opportunity.

Our teachers are giving their best energies to this unselfish work, and we believe that it will result in a loftier plane of life, a broader intelligence, a clearer conception of the moral responsibility of the home, and a more thorough appreciation of popular education as an uplifting and transforming power.

Perhaps my explanation is unsatisfactory, but I have written this much, expecting that letters of inquiry will come to me. I trust that those who are interested in realizing the results which we believe possible in our own community will be interested in knowing how simple and easy the plan is which has proven efficient with us.

The Preparation of Teachers for Country Schools.

PRINCIPAL ROBERT L. MADISON, CULLOWHEE HIGH SCHOOL,
PAINTER, N. C.

The importance of this subject becomes apparent when we reflect that, to a large extent, the country home is the recruiting place for the nation's brain and brawn. The artificiality of city life tends, as a rule, to depletion and degeneration; so humanity must look to the country for renewal of its flagging energies.

Before we can determine the preparation requisite to fit a teacher for country school work, it is necessary that we consider carefully (first) the peculiar conditions and needs of that much neglected field, and (second) the results expected by the state.

Summed up briefly, the average conditions are as follows: small district; enrollment, fifty per cent. of the school census; average attendance, thirty-three and one-third per cent. of the enrollment; school committee without public spirit; parents, for the most part, indifferent; home-training of many of the children neglected and necessary books not supplied; poorly lighted, improperly ventilated, and inadequately furnished school house; salary of the teacher, twenty-five or thirty dollars per month; term, three months.

Now, what does the state expect from the country schools? As a more immediate result, the formation of right habits by the child, and his mastery of certain fundamental branches of knowledge, with the consequent and accompanying de-

velopment of his powers. As a more remote result the production of good citizenship. Opinions may differ in regard to what constitutes good citizenship. It is not too much, however, to say that a good citizen should be one who is sober, industrious, economical, intelligent, law-abiding, patriotic, neighborly, God-fearing.

These are the conditions, this the expectation of the state. Who is sufficient for these things? Manifestly the work demands the highest order of ability; but the state does not consider, and the people do not realize, that our present meagre school funds cannot secure this need.

What then? Must the undertaking be abandoned in despair? That would be suicidal. The only course which promises to bring us nearer to the desideratum is the special preparation of men and women for the work. So, let those with the teacher's instinct, who are willing to undertake the apparently impossible and unremunerative task, be fitted to overcome the unfavorable conditions. Such teachers should be thoroughly taught and carefully trained. As it is impossible to place in every district a college graduate with super-added normal training, however desirable this may be, it is pertinent to ascertain the minimum of qualifications which may be safely relied upon for good results, until the more ideal conditions and agencies can be introduced.

In the first place, we may assume that, as regards scholarship, the teacher must know something more than the mere branches which he is expected to teach. He must approach his pupil from a higher plane and with resources which the pupil's text-books do not entirely embody. But, whatever the teacher's additional acquirements, he must have accurate and extensive knowledge of the usual public school studies.

Then, in common with all who prepare for teaching, psychology and its application to pedagogy. Furthermore, he must be instructed and trained in the practical application of those great educational principles which have been forever placed beyond controversy.

He should be taught that the teacher must be ever a student, a searcher after truth, ambitious of professional improvement, keeping his powers and interest fresh by increasing his store of knowledge and imparting to his pupils by contagion the enthusiasm born of his more recent conquests and acquirements. To this end the accumulation of a small, but select, library of professional works should be

encouraged as well as the regular reading of one or more of the best educational journals.

He should be taught to study profoundly the problems of public education with a view to their solution in the interest of the child and the state. Some of these problems have been suggested by the conditions already enumerated, but there are others of momentous interest and fraught with wondrous possibilities. One of these is marshaling, for the child's highest good, the great educational forces which operate generally outside of the school-room—the newspapers, books, works of art, companions, music, sports, the Sunday school, the church, the home, etc. Most of these may prove antagonistic to the teacher's work, unless he manages wisely.

He should be taught that the teacher must become a leader of adult thought as well as an awakener and director of child thought. Being one of the most prominent and influential persons in the rural community, he must do more than teach classes and train children: he must arouse public sentiment; if necessary, create public sentiment and secure the co-operation of patrons and school officials in favor of needed reforms, improvements or innovations.

He should be taught that the inculcation of moral principles and the formation in his pupils of good habits are of far greater importance than the imparting of any text-book knowledge whatever; and that the teacher, no less than the preacher, must be exemplary in speech and conduct.

He should be taught that he must demonstrate his fitness for retention or promotion by making himself a necessity where he labors; that his calling is high and honorable, and that it lies with the individual teacher to dignify it, exalt it, glorify it; that, if parent and teacher co-operate in forming youthful character, there will be no need of houses of reform; that the saddest reality in life is a neglected child, and that angels are waiting with star-studded crowns for the consecrated teachers who rescue such unfortunates from threatened lives of shame and ruin.

If you have no appetite, your bodily food will not nourish you; and if you have no interest in what you read, your reading will be of no service. If you are not interested you will not open your mind, and if you do not open your mind you will take in no ideas.—*David Pryde.*

Better Teachers--How May We Secure Them?

SUPERVISOR STREET BREWER, CLINTON, N. C.

The teacher's profession is one of the noblest. He is a molder of character, and shapes the destinies of men and nations. All must attend school and be fashioned. Rich and poor, high and low, must acknowledge their debt to the teacher.

Since the school-room is such a fountain of influence and source of development, and since such great responsibilities attend upon the work of the teacher, the greatest care should be taken that our schools are in the hands of good and true teachers.

Why do you teach? How few can give any intelligent or adequate answer to this question! Sit down and think seriously for an hour, and then honestly write out your answer. It may prove helpful thus to hold up the mirror to yourself. It may lead you to see the necessity of forming for yourself some educational creed, without which you can not hope to accomplish anything definite or of any particular value.

Our teachers do not read enough. They make little or no educational and professional progress. They take no educational journal. They do not attend meetings of teachers' associations and other educational gatherings. They forget that no man liveth or dieth unto himself.

North Carolina has too many inexperienced, untrained and indifferent teachers. What is the remedy? There must be better pay for the teachers, with longer terms and fuller schools. These will serve as a stimulus to the teachers, attracting to the schools and retaining in them men and women of the best ability and highest culture. But how shall these be attained? I see only one remedy. Small schools must be consolidated. More territory must be made tributary to the school, bringing to it greater resources and more children. Only in this way can we increase the length of the term, pay better wages and secure competent and efficient teachers, ridding the schools of novices and drones.

You might read all the books in the British museum (if you could live long enough) and remain an utterly "illiterate," uneducated person; but if you read ten pages of a good book letter by letter—that is to say, with real accuracy—you are for evermore in some measure an educated person—*John Ruskin.*

A County Institute System.

D. L. ELLIS, SUPERVISOR BUNCOMBE COUNTY PUBLIC SCHOOLS,

Many County School Boards are discussing the advisability of expending some money, either much or little, this summer on "County Institutes." There is a grave doubt in many minds as to the wisdom of holding an institute of only one week's duration.

The writer, after sixteen years of observation and experience, both as a student-teacher and instructor in these short term institutes, has found that the only valuable thing to be expected from this class of work is the enthusiasm which follows the gathering together of kindred minds. Next to no results of a lasting educational sort are secured by the system of "lecturing," which usually characterizes the work of the short term institutes.

How different this would be if these schools should be kept open for four, six or eight weeks, when much systematic work on the part of the students could be done, under the eye of the skilled instructor. Time could be given in detail to the best methods of teaching any subject, and students could have opportunity to test these methods in the presence of their companions; errors could be corrected, comparisons instituted, and the results carefully noted.

It ought to be said that a thoroughly practical course of study embracing the most important subjects taught in our public schools should be followed out in these schools. The teachers should be induced to use in the classes their own methods and devices for teaching given subjects. If these are good, the instructor will commend them; if erroneous, the leader must point out the errors and put some good methods in their place.

The writer has noted, in his inspection of the work of one hundred and fifty teachers, during the past year, that most, if not all, teachers are greatly lacking in ability to teach reading, number, and language to beginners. Teachers are not only lacking in scholarship, they are deficient in teaching ability—the power to direct the energies of the child so that he may soonest and most accurately learn to think. Here is the grand work of the institute conductor; and if he have time, great good may result from his wise direction of the teachers in his charge.

Aside from a lack of knowledge of methods and skill in their use, our teachers are often unable to govern their schools, because they have not a proper knowledge of the principles of government.

Such may gain much valuable help from the wide-awake conductor who has had success in this particular field.

By all means, let it be urged, have the county institutes held not one week, but a month, with one of the most practical, enthusiastic and skillful *women* that can be secured to do the work. We have too few women institute workers; and much of the lack of results comes from this fact—men are great *talkers* but very poor *workers* in elementary methods of instruction. We have been *talked* almost to death for twenty years in these institutes; let us pray for a score of years devoted to illustrated, systematic *work*, and we shall see a revival of education among our North Carolina teachers that will give magnificent results in the coming generation.

Conduct of the Recitation.

W. HARPER [IN TEACHERS' INSTITUTE.]

The essentials of a good recitation are that the class be interested in the work, that each pupil be actively employed during the whole time, and that all work be well done. The pupil's work should be judged more by comparison with what he has done previously than by an absolute standard.

The warm glow of the teacher's interest and pleasant manner should lend attraction to every lesson. He is, so to speak, the ambassador of that unknown realm of knowledge and training which the pupil is seeking to enter, and to represent it in any other way than with interest and high appreciation is to represent it falsely and do the pupil injury which can scarcely be corrected in a lifetime and with most will not be. The teacher needs enthusiastic appreciation of knowledge, of culture, of all excellence, not merely that he may inspire his pupils with the same, but also to know how to teach. Without it, for lack of right instinct, he will make a thousand mistakes every day.

The teacher must be the life of the recitation, yet talk but little. There are other things that "speak louder than words." He should weigh his words carefully, as a merchant weighs or measures goods, so as not to give more than is called for. All teachers talk too much, thus lessening that self-activity of the pupil which alone can educate, and inducing a passive and dependent attitude. A serious loss of time may also result. The time is always limited, yet much of it is often lost, for example, by waiting too long for answers, by failure to have the lesson well prepared, by unskillful teaching and spending time on trivial matters, by a slow manner, as well as the use of too many words. In these and other ways more than half the time may be wasted easily.

"THE LAND OF THE SKY."

THE 15th ANNUAL SESSION OF

The North Carolina Teachers' Assembly

Will meet in Asheville, N. C., June, 14th-18th, 1898.

After mature consideration and many offers from the most attractive points in North Carolina, it has been unanimously decided to hold the 15th Annual Session of the North Carolina Teachers' Assembly in Asheville, N. C., June 14th to 18th. Asheville offers many advantages for such a gathering that no other point in the state offers. The summer climate is delightful; the city is capable of handling large crowds, and is anxious to have the Assembly this year; the leading hotels and boarding houses have all made very low rates for the occasion; the city is in the very midst of the finest mountain scenery in the south, and some of the most picturesque in the world; dozens of delightful drives, and magnificent views are in easy reach; hot and cold springs make it the paradise of the health seeker; and the low rates of board which have been secured and the railroad ticket, good to return until late in July make this the opportunity of a life time to visit this wonderful section. To all this add the fact that the Teachers' Assembly this year presents a programme that has not been surpassed in interest and filled by recognized leaders whom all will delight to hear, and nothing seems wanting to make this the ideal trip of the year for our teachers and their friends. The stop-over privileges allowed this year with the Assembly tickets will enable one to stop over at the summer schools or to visit friends on his return. Nothing will be left undone to make the entire occasion one of rare profit and pleasure.

Many educational problems of vital interest to our people are claiming attention, and a glance at the program will show that at this meeting of the Assembly they will receive attention. It is the purpose of the educators of the state to make this the greatest gathering of educators, and friends of education, ever held in North Carolina. To this end the entire strength of the Assembly is being used, and in addition the hearty co-operation and

assistance of the City Superintendents Association of North Carolina, and the Association of Academies of North Carolina, promise to make the gathering in every way a notable one. No progressive teacher can afford to be absent.

The Assembly in the past has been a potent factor in the educational life of the state.

Much of the best educational legislation, many changes in our educational systems, and some of our leading advances in the field of education originated in the work of the Teachers' Assembly. With the experience of years added to the vigor of the present organization, may not it be reasonably expected that important results may be expected?

Here you may meet and consult with leaders from every department of our educational life; here are our leaders in state; here are many of our best citizens feeling a deep interest in the progress of North Carolina; and at no other gathering can the teacher gain so much that will be of service in his work. Experts discuss the best methods; and full and free discussion, places all matters in their true light.

Discussion is open to all members, and it is hoped that many will come prepared to take part in this feature of the work. Many of our leading teachers whose names are not on the programme have signified their intention to do so.

Committees will meet all incoming trains, and every effort will be made to make the trip one of delight and enjoyment from its beginning until its close. These committees will be at the depot upon the arrival of the Assembly trains ready to furnish all desired information, help in selecting boarding places for those who have not done so, and render any service necessary.

The recreation feature will receive special attention, and reduced rates will be secured to points of interest, convenient times arranged for visits,

etc., due announcements of which will be made from time to time at the Assembly. A cordial invitation from the Vanderbilt estate will enable us to make this delightful visit to the finest private palace and estate in the world under the most favorable auspices. This alone will be worth more than the entire trip will cost.

At the reduced rates for everything secured for this meeting of the Assembly, it is estimated that the trip can be made by the average teacher, say from Raleigh, at a total cost of \$12 to \$14 including everything. Many will go for much less, and perhaps the average cost will not exceed \$10.

The new feature of a short session, a full programme and every moment occupied, and full arrangements on the part of the Assembly to enable those who so desire to attend, and yet be absent from home for only five days, will attract scores who have hitherto not cared to attend the two weeks sessions. Those desiring to remain over for a summer visit will have all inducements to do so; but the work will all follow the programme as outlined.

Be very sure to start from home so as to reach Asheville for the first meeting at 8 p. m., Tuesday, June 14th. You can see from programme given below that it will be a very interesting meeting. You can leave almost any part of the state early Tuesday morning and reach Asheville before sunset.

Asheville is a modern, live city of about 15,000 people, with some of the finest buildings to be found in any city in the state. Street cars, electric lights, public libraries, etc., afford every convenience. The electric cars run in front of the hall in which the Assembly holds its meetings. The fare is five cents to any part of the city.

The College Y. M. C. A. convention of the South will meet in Asheville at the same time as the Assembly.

PROGRAMME.

Tuesday, June 14th, 8 P. M.

Address of Welcome.

Response by the President of the Assembly.

The Educational Interests of North Carolina:

(1) Academies and High Schools:

Supt. Robert Bingham, Bingham School, Asheville, 10 m.

Prin. A. B. Justice, Winton Academy, Winton, 5 m.

Prin. J. C. Horner, Horner School Oxford, 5 m.

(2) Public Schools of the State:

State Senator Geo. E. Butler, Clinton, 10 m.

Pres. L. L. Hobbs, Guilford College, 5 m.

(3) Colleges:

Prof J. B. Carlyle, Wake Forest College, 10 m.

Prof. W. F. Massey, A. and M. College, Raleigh, 5 m.

Prof. C. L. Raper, Greensboro Female College, 5 m.

Prof. J. O. Atkinson, Elon College, 5 m.

(4) The People and the Schools:

Hon. Daniel L. Russell, Gov. of North Carolina.

Col. Julian S. Carr, Durham, 5 m.

Col. John S. Cunningham, Pres. N. C. State Fair, 5 m.

Prof. John Graham, Pres. N. C. Farmers' Alliance, 5 m.

Wednesday, June 15th, 9:30 A. M.

The Township System in North Carolina:

Hon. Chas. H. Mebane, State Supt. of Public Instruction.

Supt. M. C. S. Noble, Wilmington Graded Schools.

Prof. D. L. Ellis, County Supervisor for Buncombe Co.
General Discussion.

10:45 A. M.

Local Taxation for Schools:

Pres. C. D. McIver, State Normal and Industrial College.

Editor Josephus Daniels, News and Observer.

General Discussion.

12:00 M.

Textile Schools:

D. A. Tompkins of the D. A. Tompkins Co., Charlotte.

General Discussion.

Afternoon—Recreation.

8:30 P. M.

Annual Address by the President of the Assembly.

Prof. Alexander Graham, Supt. Charlotte City Schools.

The X Rays (with many experiments with a complete set of apparatus.)

Dr. H. L. Smith, Davidson College.

Thursday, June 16th, 9:30 A. M.

Our Secondary Schools:

Prin. J. Allan Holt, Oak Ridge Institute.

Prin. Hugh Morson, Raleigh Male Academy.

Prin. Holland Thompson, Concord High School.

General Discussion.

10:45 A. M.

English in our Schools:

Prof. Edwin Mims, Trinity College.

Prin. J. A. Bivins, Charlotte Graded Schools.

Prin. R. L. Madison, Cullowhee High School.

General Discussion.

12:00 M.

Literature as a Culture Study:

Pres. J. H. Clewell, Salem Female Academy.

General Discussion.

4.00 P. M.

Music Recital:

Prof. Albin Oswald Bauer, Royal Conservatory, Leipzig, Germany.

8:30 P. M.

Modern Greece:

Dr. Eben Alexander, University of North Carolina.

Friday, June 17th, 9:30 A. M.

Normal Training for Teachers:

Prof. P. P. Claxton, State Normal and Industrial College.
General Discussion.

The Power of the Teacher's Personality:

Editor J. W. Bailey, Biblical Recorder.

**Business Meeting, Election of Officers of the Assembly,
Choosing place of next meeting, &c.**

Afternoon—Recreation.

8:30 P. M.

The Teacher Himself:

Dr. J. H. Kirkland, Chancellor Vanderbilt University.
Adjournment.

Saturday, June 18th.

Recreation, Visits to Biltmore Estate, Hot Springs, Waynesville, and other points of interest. Special arrangements have been made for all the members of the Assembly to make this day of recreation a most enjoyable one. Competent guides will accompany all parties.

The daily sessions will be held in the Asheville Female College chapel, which will seat all comfortably. The College is conveniently located and has a beautiful campus, spacious halls, porches, and parlors.

The well furnished school rooms of the college will be at the disposal of the Assembly for committee meetings, etc.

RAILROAD AND GENERAL INFORMATION.

The railroads have promised to do all in their power to make this meeting of the teachers and their friends a success. Special Assembly trains have been promised, running on schedules that will carry the members through the wonderful western mountain scenery in the daytime. The Southern railway is now running through trains without change of cars from Norfolk, Va., *via* Selma, N. C., making the trip altogether by daylight, passing Raleigh early in the morning, and reaching Asheville about 2 p. m. On June 14th, the opening day of the Assembly, the Southern Railway has promised to put on an extra Assembly Special, leaving Goldsboro about 6 a. m., Raleigh about 8:30 a. m., and running through to Asheville without change of cars, reaching Asheville at 4 p. m. This will be one of the best trains the road has, under the special care of the traveling passenger agent. For full particulars see later announcements, or enquire of your depot agent as time draws nearer. If you fail to get full information write to the Secretary of the Assembly.

For picturesque beauty and superb mountain scenery this trip over the Blue Ridge mountains, passing Round Knob, Black Mountain and a score

of lofty alpine peaks, dashing by sparkling mountain streams, climbing the sloping sides of great mountains, speeding through the tunnels, while on every hand Nature has spread her flowers and verdure in lavish profusion is never to be forgotten. "The Land of the Sky" and the "Switzerland of America" are not exaggerations. The marvellous picture must be seen to be appreciated.

Every precaution and care will be taken with the trains running during the opening of the Assembly to insure safety and comfort. Thousands of tourists from all parts of the earth make this trip every year. You need feel no fear. Asheville alone attracts nearly 100,000 tourists annually.

TICKETS.

Tickets will be placed on sale June 10th, good for return before July 25th. The railroad after or the Assembly is one first-class fare for return ticket, plus \$2.00 membership fee. This is the lowest rate ever secured for North Carolina teachers and their friends. Stop-over privileges will be allowed at Raleigh, University Station, and Greensboro.

See your railroad agent some days before you are ready to start and find out if he has been instructed to sell Teachers' Assembly return tickets for one first-class fare, with membership coupon attached; if not, write the secretary.

BOARD.

Those who cannot arrange for board before leaving home will save themselves trouble by going direct from the depot to the local committee's headquarters in the Y. M. C. A. building, near the public square. The street car will carry you for five cents.

BAGGAGE.

We have arranged with the Asheville Transfer Company to transfer all our baggage. The rate is forty cents per round trip for trunks, and twenty cents per round trip for valises. The agents of the Transfer Company are on all incoming trains, and are dressed in uniform, so no trouble will occur. The transfer office in the city is 34 Patton Avenue, in the ticket office, and all baggage can be checked to destination here. It will be well to notify the Transfer Company some hours before you desire your baggage at train at time of departure. The agents of this transfer company are the only ones allowed on incoming Asheville trains, so no trouble is possible in regard to this arrangement.

The baggage man will meet the train down the road and take up checks, giving receipts for them. Tell him where your trunk or valise is to be carried, and suffer no inconvenience.

IN ASHEVILLE.

The citizens of Asheville are very enthusiastic about our meeting there. Every member of the Assembly will be an honored guest.

Do not be uneasy about the capacity of Asheville. They could entertain twice our number.

PREPARATION, ETC.

Be sure to get a railroad map and time-table before leaving home. It will add greatly to the pleasure of the trip to be able to locate the stations as you pass them. If your local agent can't supply you, write to Mr. R. L. Vernon, Charlotte, N. C., Passenger Agent Southern Railway, or Mr. H. S. Leard, Raleigh, Passenger Agent Seaboard Air Line. These gentlemen will take pleasure in giving you any information about their respective roads.

Parties going from points within easy access of both routes can, by exchanging tickets at Asheville, return by a different route.

MEMBERSHIP TICKETS.

Membership coupons will be attached to the tickets as heretofore. The membership coupons cost \$2.00, the regular fee for male members; to the female members \$1.00 will be refunded as soon as the railroads settle with us. This arrangement saves a great deal of trouble and unnecessary correspondence.

As soon as convenient after reaching Asheville teachers and friends are requested to secure certificates of membership in exchange for railroad coupon. Certificates will be issued by the secretary and his assistants. These will be necessary in order to secure reduced rates.

The street cars will take you to your boarding house for five cents.

The day at Vanderbilt's will be one of pleasure and profit. Mr. Vanderbilt has kindly agreed to admit those presenting Assembly tickets. So be sure to carry your certificate that day. Others will be excluded.

We expect every loyal and progressive teacher to meet with us at Asheville. We cordially invite all school officers and others to attend, whether friends of education or not. If you are a friend we want your encouragement and support in advancing

the educational interests of the state; if you are not a friend we want you to enjoy the benefit of the low hotel and railroad rates, see the magic mountain city, attend some or all our meetings—and then you will become a friend to the cause.

Delightful Asheville.

Thousands of people resort to this place yearly, seeking health, pleasure and rest; costly equipages go rattling over the streets; splendid horses go prancing along the avenues, bearing beauty and chivalry, wealth and joy, poetry and song, to the numerous romantic retreats, beautiful mountain views and springs which abound in this lovely region. Everybody is gay in this joyous season, and nature rejoices with her admirers. Nothing can excel the brilliant flowers of the mountains. First, the graceful azaleas, bending under their load of red and yellow lily-like blossoms, then the pink clusters of the ivy, on their dark evergreen foliage for a back-ground, succeeded by the crowning glory of the season, the rich, waxy clusters, pink and white, of the royal rhododendron. There are great jungles of this hardy evergreen, with its large, glossy leaves, matted in their luxuriance along every stream, and in June it bursts into magnificent bloom, making a most gorgeous and brilliant display. No other resort in the country possesses so many attractions as this place. The tourist or health seeker may gratify his fondness for hunting and fishing in the woods and streams. He will find the country rich in fauna, flora and minerals. He can take the pleasant walks or rides and drives in every direction to points of special interest. There, are all told, in western North Carolina, forty-three peaks with an elevation of 6000 feet and upwards; eighty-two mountains exceeding 5000 feet in height, and innumerable peaks ranging between 4,000 and 5,000 feet in altitude.

The tourist in search of beautiful scenery can hardly fail to find in so wide a range of choice that which satisfies his most ardent expectations. The mountain region of Western North Carolina is about 200 miles in length with an average width of fifty miles, extending in the same general direction as the Blue Ridge mountains, southwest from Virginia to the northern borders of South Carolina and Georgia. Asheville is located very nearly in the center of the region. Within the borders of this favored country is the wildest mountain scenery, leaping waterfalls, and cascades, glens

and canyons, caves and pools, jagged rocks and towering mountain peaks, river scenes of surpassing beauty, landscapes in which vast mountain ranges are set off by deep valleys, swift running streams and fertile plains.

HOTELS AND BOARDING HOUSES.

We publish a partial list of the hotels and boarding houses, with location and rate. We do this in order that teachers and friends may make arrangements for board before leaving home. It would be well to correspond with some of these houses and get up a congenial party and all stop at the same place. They are all first-class in every respect and will give just as good entertainment as can be expected. Several of them propose to take boarders at \$5.00 and \$6.00 per week. Nearly all are reached by street car from the depot. If you do not make boarding arrangements before leaving home, upon your arrival at Asheville you can go to any of the hotels or to the Y. M. C. A. rooms, where the local committee will take pleasure in giving you any information you may ask or wish.

List of Hotels and Boarding Houses--Location and Rates.

NAMES.	PER DAY.
Battery Park.....	\$ 3.00
Hotel Berkley	1.50 to 2.00
Swannanoa Hotel.....	1.50
Oaks Hotel	1.25 to 1.50
Asheville Hotel.....	1.00
Asheville Female College.....	1.00
The Maurice, College street.....	1.00
VanGilder House, 73 College street.....	1.00
The Altimont, 211 Haywood street.....	1.00
The Tuxedo, 76 Haywood street.....	1.00
Cain House, 24 Grove street.....	1.00
Bon Air House, 74 Bailey street	1.00
Mrs. LaBarbe, 158 Chestnut street.....	1.00
Mrs. F. B. Jones, 62 Merriman avenue.....	1.00
Mrs. W. G. Wilson, 11 Starnes avenue.....	1.00
Mrs. M. S. Sevier, 13 Starnes avenue.....	1.00
Mrs. T. W. Branch, 14 Starnes avenue.....	1.00
Mrs. T. M. Barker, 15 Starnes avenue	1.00
Mrs. Mallory, 102 Patton avenue.....	1.00
Mrs. Hancock, 48 Spruce street.....	1.00
Mrs. C. C. Mitchell, 41 Spruce street.....	1.00
Miss M. Penland, 88 North Main street.....	1.00
Oak Cottage, 117 Haywood street.....	1.00
A. T. Summey, 113 Haywood street	1.00
Mrs. K. W. Robison, 115 Haywood street ...	1.00
F. McCrary, 99 Haywood street	1.00
M. R. Graves, "Rock Ledge"	1.00
Miss Mattie Harris, cor. College and Vance sts.	1.00

Mrs. E. A. Wright, 68 College street.....	1.00
Mrs. C. D. Creasy, 122 Patton avenue	1.00
Mrs. A. M. Brown, 8 Starnes avenue.....	1.00
Mrs. M. W. Sorrell, 44 Grove street	1.00
Mrs. Koppleberger, Grove streets.....	1.00
Mrs. Webb, 31 French Broad ave.....	1.00

Most of these will make a special rate by the week even lower than named above, which is by the day. You will do well to write and engage board in advance, and have your baggage carried direct to your hotel or boarding house. All these places are first-class, and will give entire satisfaction. They are convenient to the Asheville College Chapel, where the daily sessions will be held. Most of them are on car lines.

N. C. TEACHERS' ASSEMBLY.

ORGANIZATION FOR 1898.

President:

ALEXANDER GRAHAM, Superintendent City Schools, Charlotte.

Secretary and Treasurer:

W. T. WHITSETT, Superintendent Whitsett Institute Whitsett.

First Vice-President:

W. H. RAGSDALE, Male Academy, Greenville.

Vice-Presidents:

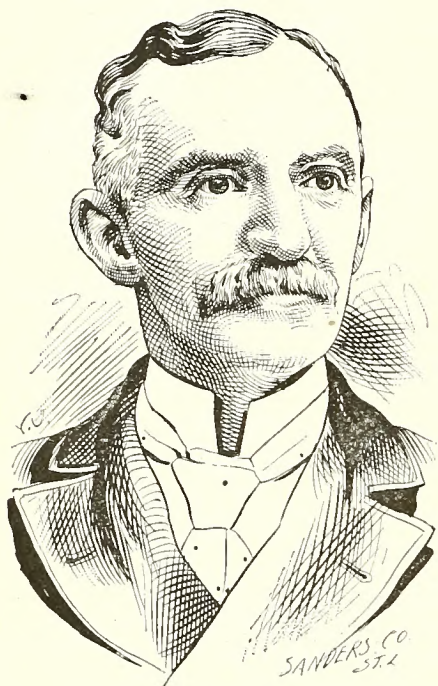
Prof. J. O. Atkinson, Elon College.
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 Prof. E. P. Mangum, City Schools, Wilson.
 Prof. J. H. Clewell, Salem Female Academy.
 Prof. W. H. Pegram, Trinity College, Durham.
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Executive Committee:

President, ex-officio, Alexander Graham, Superintendent City Schools, Charlotte.
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 D. Matt. Thompson, Superintendent City Schools, Statesville.
 A. Q. Holladay, A. and M. College, Raleigh.

For additional information address the Secretary,
 W. T. WHITSETT,
 Whitsett, N. C.

Prof. Alexander Graham is a native of Cumberland county, North Carolina. He received the foundation of his education in the schools of Fayetteville, entering the University of North Carolina in 1861. In 1871 he accepted a chair in the celebrated "Anthon Grammar School," of New York City. In 1893 he was graduated in law from the Columbia Law School. In 1876 he was elected Superintendent of the Fayetteville Public Schools.



ALEXANDER GRAHAM, PRESIDENT.

He was elected Superintendent of the Charlotte Graded Schools in 1888, which position he has since held. Prof. Graham was the first North Carolinian to publicly advocate the establishment of graded schools. This he did in addresses early in 1881. He has been a worker in many county institutes, and is now one of the faculty of the Summer School, held each year at the University of North Carolina.

Prof. William Thornton Whitsett is a native of Guilford county, North Carolina. He attended the public schools of his native county, and was prepared for college by private tutors. He was educated at North Carolina College and the University of North Carolina. He spent some months during 1893 travelling in the North and West, and studying the educational exhibits at the World's Fair. He has been Superintendent of Whitsett Institute since 1888; is a Trustee of the University of North Carolina; Member Southern Historical Association, Washington,



W. T. WHITSETT, SECRETARY AND TREASURER.

D. C.; Secretary Association of Academies of North Carolina; Member of the American Authors' Guild, New York; was Chairman of the High Schools Department of the North Carolina Teachers' Assembly, 1897; Member of the Board of Education of Guilford County; Member of the American Academy of Social and Political Science, Philadelphia.

Places of Interest In and Around Asheville.

Chalybeate Springs—Battery Park View—Beaumont—Bingham Heights—Fernhurst—Senator Vance's Grave—Oakland Heights—Riverside Park—Richmond Hill—Sunset Drive—Tahkeestah Farm—Woodfern Mountain—Hendersonville—French Broad River—Swannanoa River—Sulphur Springs—White Sulphur Springs—Dula's Springs—Arden Park—Craggy Mountain—Mt. Mitchell—Hot Springs—Bald Mountain—Pisgah—Caesar's Head—Swannanoa Gap—Chimney Rock—Hickory Nut Falls—Cave of Winds, and hundreds of other places to interest and charm. During months of June and July the hills and mountains around Asheville are covered by rhododendrons, azaleas, heather, and houstonias, all in gorgeous bloom, presenting a scene of surpassing loveliness.

Asheville Summer School and Conservatory.

The Asheville Summer School and Conservatory, announced on another page, is, we hope, the beginning of what he have long wished to see in North Carolina. While thousands of people come to our mountain resorts every year, our teachers and others who wish to combine opportunities for improvement with their summer outing have had to go North at great expense. This School should, and, doubtless, will offer advantages equal to those to be had anywhere. Instruction in music, art, literature, and science, with concerts and other entertainments by the best talent will be given. A letter from President Jones states that George W. Vanderbilt's extensive botanical gardens will be open to students in biology, botany, and kindred subjects. When you go to the Assembly go prepared to remain through the session of this School.

Bibliography of Works on Southern Literature.

DR. C. ALPHONSO SMITH, LOUISIANA STATE UNIVERSITY.

The following works are arranged alphabetically by authors. Cyclopædias and biographical dictionaries are omitted; their name is legion, but the information that they contain, as regards Southern literature, is scrappy and unsatisfying. I have examined carefully every work named below (with two recorded exceptions) and hope that the readers of THE JOURNAL may find something not only instructive, but stimulating in the way of further study:

Baskerville, W. M.—“Southern Literature.” (Publications of the Modern Language Association of America, Baltimore, Vol. VIII., No. 2, 1892, pp. 89-100.)

“Southern Writers’ Series” (published monthly by Barbee & Smith, Nashville, Tenn.)

Clarke, Miss Jennie Thornley.—“Songs of the South, with Introduction by Joel Chandler Harris.” (J. B. Lippincott Co., 1896). This book contains 333 pages, has brief biographical sketches, includes all the best lyrics from colonial times to the present, and is worthily printed.

Coleman, C. W., Jr.—“The Recent Movement in the Literature of the South.” (Harper’s Monthly, May, 1887.)

Dabney Charles W., Jr.—“The Old College and the New.” (An address, privately printed, 1896.) The author discusses educational conditions in the South before and after 1870; but literary conditions are so closely dependent upon educational that the address belongs of right in this bibliography.

Davidson, James Wood.—“The Living Writers of the South” (1869). This book is now out of print, but copies are not rare. Mr. Davidson may claim the unique distinction of being the only literary critic, so far as I know, who considers it a part of his duty to comment upon the chirography of the authors whom he discusses.

Forrest, Mary (Mrs. Freeman).—“Women of the South Distinguished in Literature.” Out of print. This book, like Mr. Davidson’s, antedates the new movement in Southern literature, and is of value chiefly to the historian of literature.

Ingle, Edward.—“Southern Sidelights.” (Thomas Y. Crowell & Co., New York, 1896). For antebellum times this is the best single volume yet issued. It is a scholarly and statistical discussion of industrial, social, literary and educational conditions in the South before the war.

Kent, Charles W.—“The Outlook for Literature in the South: A Lecture.” (Lecture Committee of the Y. M. C. A., University of Tennessee, 1892).

Link, Samuel Albert.—“Pioneers of Southern Literature.” (A series of booklets not yet completed, covering the field until about 1870. Published by Barbee & Smith, Nashville, Tenn.) Mr. Link is doing for antebellum literature what Professor Baskerville is doing in his “Southern Writers’ Series” for our postbellum writers.

Manly, Louise.—“Southern Literature from 1579-1895. (B. F. Johnson Publishing Co., Richmond, Va., 1895). This book is indispensable to every student of Southern literature.

Matthews, Brander.—“Aspects of Fiction.” Harper & Bros., 1896). The second chapter is headed “Two Studies of the South,” and consists of comments on Page’s “Old South” and Trent’s “William Gilmore Simms.”

“Pen and Ink.” (Longmans, Green & Co., 1894). The sixth chapter is devoted to “The Songs of the Civil War” and shows careful study.

Page, Thomas Nelson.—“The Old South.” (Charles Scribner’s Sons, 1896). This book contains Mr. Page’s “Authorship in the South Before the War” (first published in Lippincott’s Monthly Magazine, July, 1889), and his “Want of a History of the South.”

Raymond, Ida (Mrs. Tardy).—“Southland Writers” (two large volumes, 1870). Out of print.

Simms, William Gilmore.—“Literary Prospects of the South.” (Russell’s Magazine, June, 1858).

“War Poetry of the South.” (Edited by Simms, 1869). These two publications I have never seen.

Tourgee, A. W.—“The South as a Field for Fiction.” (Forum, December, 1888). A very suggestive article.

Trent, William P.—“William Gilmore Simms.” (“American Men of Letters”: Houghton, Mifflin & Co., 1892). This book contains here and there many thoughtful comments upon Southern literature and Southern literary conditions of antebellum days. It has been bitterly criticised, but will well repay reading.

Some Views of a Committeeman.

PROF. E. J. FORNEY, NORMAL AND INDUSTRIAL COLLEGE, GREENSBORO, N. C.

On the teacher depends the immediate success or failure of the school. But, in selecting the teacher under the present township plan, it is not always easy to secure one who will in every respect meet the requirements of particular neighborhoods—not that the communities, as a general rule, are hard to please and the requirements as to scholarship difficult to meet; but either there are not applicants enough to fill the places, or the inexperience in teaching and want of power to influence people are too apparent in those who do apply to warrant the smallest degree of success, if they should be taken. Yet the committee is confronted with both of these conditions. That there is a lack of qualified teachers for the public schools of North Carolina is well known. The committees, therefore, becoming beggars for teachers instead of choosers, the probability of success is small.

Morehead township, Guilford county, may be taken as typical. After duly advertising, the committee met to select teachers—five white, four colored. There was a large number of colored teachers present, and it was not difficult to select four colored teachers—two men and two women, who proved very capable. But there was more difficulty in getting white teachers. There were only three applicants for five places. We took the three, and waited for developments. Teachers (this is hardly the word to use here) were secured later, but note the result: Though fifty pupils were assigned to each school-house, one of the schools had to be stopped at the end of four months for want of attendance, with a balance in the treasury of \$18, while the other was permitted to *absorb* the money with scarcely a baker's dozen present.

Non-attendance is a fungus on the public school plant, the evil effect of which is to nullify the effort of the state to educate its citizens. The state provides the plant, but makes no provision to stay the disease which is preventing fruitage. If the San Jose scale threatened to reduce the fruit crop, the state would go after his bugship with commendable energy. Is the fruit crop of more importance to the state than the education of its children? It would seem so. The teachers are often responsible for non-attendance. Experience has shown, however, that the citizens must be reached by a stronger power than the influence and stimulus of the teachers and committees before we get out of the schools what they are capable of doing. All children between eight and fifteen years of age should be compelled to attend during the public school session, and the most important work that a committee can do (the local taxation question not excepted) is to create public opinion in favor of compulsory education. The legislature should pass a straight compulsory law, or it should let the people of each township vote upon such a law along with local taxation at the next election. The first step towards securing general local taxation is through compulsory attendance.

UNIT OF TAXATION AND HELP.

If the state continues to duplicate the fund that any township may raise, whether by taxation or subscription, the unit of self-help should be the school-house for which subscriptions are made up. We have nine schools, two of which now extend their term by outside help, while the remaining seven will probably not adopt local taxation or

raise a subscription fund for a score of years. These two progressive schools are now complying with the state's requirements for increasing their funds, but can get no aid from the state treasury because the township is the unit for taxation and help. I suppose this is the case with a large number of townships throughout the state. Let the state extend its help to two or three schools in a township wherever practicable, and it will not be long before the entire township will be reached through local taxation.

COMMITTEEMEN.

Much is being said about securing the best men in the township for committeemen. No "best man," with his hands full of business, will undertake the work of a committeeman while the state imposes upon him the duty of taking the census without compensation, and other things of a similar kind. Man after man in our township declined to serve for this reason alone. It should be the duty of the teacher to take the census. This would turn what is now a puzzling question to the committeemen into a real benefit. All teachers ought to get acquainted with the patrons as early as possible after the school opens, and they can do this while taking the census.

There should be a closer friendship between the teacher and the patrons. Too often is it the case that the only meeting between teacher and patron is one of complaint. A little social intercourse would be very helpful. Since boarding-around is not now the fashion in many parts of the state, the patrons should be encouraged by committeemen to invite the teacher to their homes occasionally to tea or to spend Sunday. All teachers who have once visited in the homes know how much easier it is to control the children, though once refractory, after a visit to their homes. This feature of our public school life should be fostered by committeemen.

The fear o' hell's a hangman's whip,
To hand the wretch in order;
But where ye feel your honour grip,
Let that aye be your border;
Its slightest touches, instant pause—
Debar a' side pretences;
And resolutely keep its laws,
Uncaring consequences.

—Burns.

Are Any Amendments to the New School Law Needed?

STATE SENATOR GEORGE E. BUTLER, CLINTON, N. C.

[This article was sent us by Senator Butler more than two months ago, and some weeks before any of the recent articles in the daily press discussing the same topics had appeared.—EDITORS.]

The new school law has been in operation less than a year and a fair estimate of its practical operation could not be made at this time, but the system has been tested sufficiently for us to venture a few suggestions from our own observations.

The criticisms of the public generally and the comments by the press have not been unanimous in commending the system, but the most prominent teachers and educators of the state, almost without exception, have endorsed it and, thereby, have done much to mold public opinion in its favor.

North Carolinians are a very conservative people and slow to accept any new order of things, but desire rather to follow in the known and trodden paths marked out by the fathers. This spirit of conservatism is so universal among our people that it has become one of the elements of our state pride. It is not our purpose to condemn this characteristic, for it has saved us from many serious blunders in the past. But conservatism not properly stimulated and directed loses many of its virtues, and only serves to impede the wheels of progress.

The new school law was constructed along the line of progress and was designed to invigorate our public school system and to improve the supervision and teaching force in the state, and already progress along this line is manifest.

Many states of the Union have adopted the township system, but the conditions in this state made it necessary that the system adopted by us should differ from the township system adopted by other states in almost every particular. The first difficulty that confronts us in devising a school system for North Carolina is the lack of sufficient school funds and the almost universal antipathy among our people toward taxing themselves further to increase it.

Our second and greatest difficulty is the existence among us of a people very different from us in almost every particular—a race which should not be expelled, and cannot be assimilated. These people in many localities are as numerous as the white people, and while they are small taxpayers, yet they are citizens of the state, and the same provisions are required to be made for them in

education that are made for our own race. This requires separate schools, separate houses and separate teachers, thus increasing two-fold the burden of maintaining our public schools. If there were no social distinctions in our state and all our population were of the same race and attended the same schools, as in most of the Northern states, it would be an easy problem to devise a suitable educational system, and our present fund would be sufficient to maintain the schools five months in the year—a fact not to be forgotten in comparing our own with Northern states.

The township system, as incorporated in the new school law, meets the requirements in our state, and, we believe, is as good a system as could be devised with our limited resources and our mixed population. Notwithstanding the severe criticism to which it has been subjected, it continues to grow in public favor and may now be considered a permanent reform.

To produce satisfactory results the law must be correctly interpreted and strictly applied. But few counties in the state have done this; others have failed to grasp the true intent and purpose of the law, or they have failed to apply it. With them it may prove a failure.

Above all is it important that they intelligently and wisely interpret and apply those sections of the law which provide for grading the schools and apportioning the school fund. That portion of the law providing for the appointment of the five township committeemen has received most attention from the public and has been most harshly criticised, and to this we wish to call attention here. One committee for all the schools of a township was considered a necessary incident to the new system, and whether that committee should be all white or partly of one race and partly of another the law does not determine. The character of the committee and their qualifications are specified; the selection of the committee is left to the boards of education of the various counties, who are supposed to make the selection according to the circumstances and conditions existing in each county, having in view always what is best to secure harmony and promote the public school interests of the county. Whether they have acted wisely in every particular we shall not attempt to say, but we observe with much satisfaction the harmony in the administration of the law and the prosperity of the schools throughout the state.

In order that the township system may not be

disturbed until its merits can be tested fully, its friends offer such suggestions as may tend to perfect it and prevent any serious attempt to abolish it.

The first attack will be on the township committee and will come principally from three sources: First, from the numerous host of old committeemen who were displaced by the new system; second, from many of the colored people who feel aggrieved at having lost the control and management of their schools, and third, from politicians who may desire to pander to the injured feelings of the first two classes.

It was apparent that to avoid the incompetency, extravagance and bribery too often accompanying the old system, with a proper adjustment of salaries, there should be only one committee in each township. For these reasons the number of committeemen was reduced to five, with higher qualifications and greater duties.

In some sections there is a demand for a change in this part of the law, and the demand is probably well founded. How to amend this feature without injury to the system is a serious problem. We venture to suggest a plan, which, we believe, will give to the white and colored schools of each township all the advantages of separate committees, with none of the evils resulting therefrom. Let county boards of education appoint one committee of three for the white schools and one committee of three for the colored schools in each township. The county supervisor should then be required to meet with the committee of the white schools in each township and help them grade their schools and fix the salary of their teachers. He should then meet the committee of the colored schools in each township and help them grade their schools and fix the salary of their teachers, taking into consideration the condition and requirements of their schools, as the law directs. This change would make it necessary to take from the committees the power of apportioning the fund and then place this duty upon the county board of education, which should be directed not only to apportion the fund to each township per capita, but also to apportion to each school in the township, white and colored, its share of the fund according to its grade.

This work can be done by the county boards even better than by the township committees, provided the supervisor reports to the boards the grade of each school and the salary of the teachers, as a basis for the apportionment. This plan leaves to

the township committeemen the power and duty of grading their schools, with the advice of the supervisor, and of selecting the teachers. It vests in the county board and county supervisor the duty of apportioning the funds, and this always on a known basis and for a definite purpose. This should secure greater economy, which means a saving of the children's money—more funds without the need of higher taxes. The plan meets a popular demand without changing any essential feature of the township system, and should, therefore, commend itself to the public.

What Parents and Teachers May Do in the Selection of School Officers.

HON. C. H. MEBANE, SUPERINTENDENT PUBLIC INSTRUCTION
OF NORTH CAROLINA

No amount of legislation can ever make a successful school system. It is possible to have a very good school law and at the same time a very poor system of schools in the various counties of our state. The success or failure of our public schools depends largely upon the school officers selected to execute and enforce the law.

We hear a great deal said among our people as to their choice for sheriff, register of deeds, clerk of the superior court, and such offices. This is right and proper, but what interest have they in the election of the school officers of the county? Some may say they will not be concerned, because these places are usually filled by the "court house ring."

I will not here discuss our method of electing school officers further than to say that the reason given for this method by our legislators for the past twenty years is, that, if we were to elect the school officers by the people direct, we should have negroes for county supervisors and school officers in some of the eastern counties.

Going back to our present method, I wish to say that my observation has taught me that our public school teachers and parents in the country have not done what they might have done to secure good men for school officers. Indirectly the people are responsible for the men who are chosen to execute the school law and manage the schools of the district and of the county.

I have no sympathy with these people who sit in silence and let the politicians fill these school offices, which are the most important of any in the

county, with men wholly unqualified and unfit for them. When our teachers and people are wide awake and have the interest of the schools at heart as they should, then they will be heard from when these men are selected. When our people are on the side of the schools, when they can lay aside political prejudice and other difference, and come in a solid phalanx for school men as committeemen and school officers, then the "court house ring" will surely listen to their requests. When our people are for schools, then the politicians will be for schools, and will appoint men who have an "educational pull" instead of a "political pull" with the people.

I have no word of excuse to offer for the men who have sacrificed the interests of public education for political purposes. Such conduct on the part of any man ought to be condemned forever by our people. The man who thus acts sins not only against the boys and girls of the present, but also against future generations. Teachers and parents have no right to sit in idleness when these important positions are to be filled, and then complain when the places are filled by incompetent men.

Men fear they will be thought to meddle in politics if they manifest an interest in the election of school officers; so they stand aloof. This is unfortunate. It is not a question of politics, but a question of schools.

Before we can move forward as we should, our public schools must be of such character and management that they may be worthy of the support and respect of our very best people. In order to do this we must get our best people interested in making these schools of such character; the very best men of the district and county must serve as school officers.

But the success and good name of the schools depend more upon the character and ability of the teacher than upon the school officers. Indirectly the teachers are responsible for the success or failure of the public school system of the state. Would that I could burn this awful responsibility into the hearts of our teachers.

But how is this responsibility so great outside of the school-room? What have teachers to do with what people think of public schools and the election of school officers? Let me illustrate.

A teacher went into a community in a certain county in North Carolina. He took charge of the public school. The best people had no respect for public schools nor for public school teachers. In

fact, all the people regarded public school teachers as a sort of tramps. He went to work in earnest, going out among the people of all classes and conditions. He plead with the parents of the poor and with those in better circumstance who had never sent to public schools. He gradually increased the school. The work was heroic, and his efforts were crowned with success. His school was closed with public exercises. The children of the poorest and the richest took part in these exercises. The parents of all were delighted. A desire for knowledge was created among the children. The teacher was employed for the next year, and the public money was almost doubled by private subscriptions. The public school was respected by all. The people were interested, and it became a matter of importance as to *who should compose the next committee for that school.*

Thus you see this teacher, by his work, virtually elected the committee of that school district. Would that we had such teachers in every district of North Carolina! While we have no school officers to elect this year, it is well to consider what may be done when they are to be elected.

The Earth in Spring.

Then, day by day, her broidered gown
She changes for fresh wonder;
A rich profusion of gay robes
She scatters all around her.

From day to day her flowers' tints
Change quick, like eyes that brighten;
Now white, like pearl, now ruby red,
Now emerald green they'll lighten.

She turns all pale; from time to time
Red blushes quick o'er cover;
She's like a fair fond bride that pours
Warm kisses on her lover.

The beauty of her bursting spring
So far exceeds my telling,
Methinks sometimes she pales the stars
That have in heaven their dwelling.
—*Jehudah Hallevi.*

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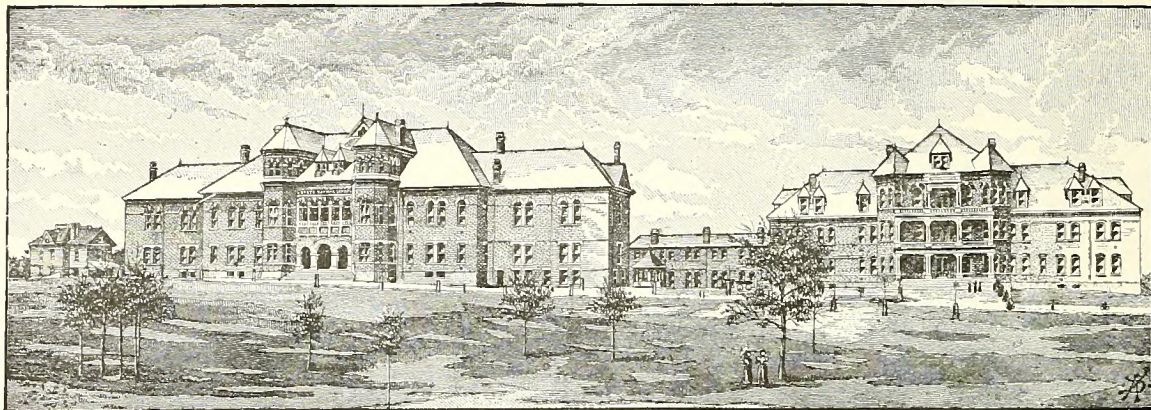
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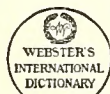
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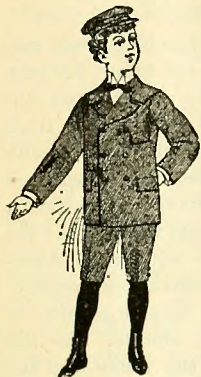
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Then, let all those who love us love the land we live in,
As happy a region as on this side of Heaven,
Where plenty and peace, love and joy smile before us.
Raise aloud, raise together, the heart's thrilling chorus,

Hurrah! etc.

Though she envies not others their merited glory,
Say, whose name stands the foremost in liberties story?
Though too true to herself, e'er to crouch to oppression.
Who can yield to just rule a more loyal submission.

Hurrah! etc.

Vance entered the Confederate army as a captain. In a few months he was made colonel of the twenty-sixth regiment. His regiment took part in the battle of Newbern, and was cut off from the rest of the army when the Confederates retreated to Kinston. All the rest of the army thought surely the twenty-sixth regiment would be lost. But Col. Vance and his lieutenant colonel, Harry Burgwyn, managed the retreat so well that his regiment escaped in good order from the Union army, and reached their companions at Kinston.

In August, 1862, the state had to elect a governor. Many prominent men and newspapers wanted Col. Vance for governor. But Vance was not a candidate. He staid with his regiment and did his duty. At last he wrote a letter which

was published in the newspapers, telling frankly how he felt. He wanted to be where he could do most good for North Carolina, whether in the army or as governor. This was like Vance. His first thought always was the good of North Carolina. In the letter Vance said:

"A true man should be willing to serve wherever the public voice may assign him. If, therefore, my fellow-citizens believe that I could serve the great cause better as governor than I am now doing, and should see proper to confer this great responsibility upon me without solicitation upon my part, I shall not feel at liberty to decline it, however conscious of my own unworthiness."

The people elected Vance governor, and it was the best thing they could have done. He immediately began to provide for the North Carolina soldiers in the army, and for the North Carolina people at home. The United States government had all the Southern ports blockaded with war vessels that would not allow any ships to enter or leave our harbors. The Southern people soon began to be in need of many things that they had used to get from abroad. Moreover they could not sell their cotton or any other product, for there was no way to get it to the manufacturer. The Southern soldiers suffered for want of shoes and clothes and blankets, and they did not have guns or ammunition enough.

Governor Vance bought swift-sailing

steamboats to run between Wilmington and Nassau and Europe in spite of the blockade. These boats took out cotton and naval stores, and brought back blankets, cloth, shoes, ammunition and medicines. They also brought cards, spinning wheels and other things for the women to use in preparing cotton to be made into cloth. Nearly everybody in North Carolina then had to wear homespun. The Yankee gun-boats would fire at Vance's blockade-runners, and sometimes they would capture one. But usually the boats were too fast for the Yankees, and they made many trips.

In this way the North Carolina troops were the best cared for of all the Southern army. Vance even furnished other states with clothes for their soldiers, and with guns and ammunition. At Appomattox and at Greensboro, North Carolina surrendered twice as many muskets as any other state.

The following fact shows the greatness of Vance's heart: In the last days of the Confederacy the Southern people were destitute. The war had ruined them; our soldiers were almost starving. At Salisbury was a large prison full of Union soldiers that had been captured. The Confederate government had offered to exchange these prisoners for some Southern prisoners that had been taken by the North. But the United States government refused. So the Northern prisoners remained at Salisbury, and they began to starve as everybody else in the South was doing. It was not the

duty of the governor of North Carolina to feed these prisoners. They were in charge of the Confederate government. But the Confederacy had nothing, so Governor Vance furnished them provisions, and hundreds of North Carolinians went hungry that their enemies in prison might be fed.

Another great thing to be said of Vance is that during the whole of the war he saw that justice was administered in North Carolina. He was governor in fact as well as in name. He kept the courts open, and the writ of *habeas corpus* was never set aside. In other states the military power overruled the civil authorities, but in North Carolina the soldiers were held subject to the regular law of the state.

* * *

Governor Vance's term of office expired in 1864, while the war was going on. He was re-elected almost unanimously, and he was governor when the war closed and Raleigh was captured. The governor was allowed to go to his home, which was then at Statesville. But after President Lincoln had been assassinated Vance was arrested again, sent to Washington City and thrown into prison. Those were dark days for North Carolina and the South. But Vance maintained his cheerful spirit. No one knew what would be done with him. His friend Tom Corwin, Congressman from Ohio, came to see Vance in prison and said:

"Zeb, what has been the matter with you down there in the South? I have not been able to catch the hang of it." "Nor I," said Zeb, "but I am likely to now."

After a few months Vance was taken from prison and allowed to go back home. He was never tried, and no reason was ever given why he had been arrested.

* * *

In 1870 Vance was elected to the United States Senate. But as he had been such a prominent leader in the Confederacy he was not allowed by the United States government to take his seat in the Senate. So he resigned, returned home and took up the practice of law. But though only a private citizen, unable to hold office, and really a prisoner of the United States, Vance was the most popular man in North Carolina, and the people loved him more then than ever. In an eloquent speech in a trial in the court

house he spoke of this fact gratefully as follows:

"I have been honored far beyond my deserts, having been a representative in Congress and twice elected governor of the state, but at present I am a paroled prisoner of the United States, pleading the cause of a client before the court and jury by the grace of the government which has arrested me and thrown me into prison. But never when in the height of my popularity and political power did I feel that I had more warm and fondly attached friends than at the present moment.

* * *

In 1876 Vance was elected governor of North Carolina for the third time. He showed the same zeal to serve the state during the war as when he was young. He made wise recommendations to the legislature. He helped to build up the schools and university. He recommended a normal college for training teachers, such as we now have at Greensboro, and a professorship at the university for training teachers, which we also have now.

Governor Vance did not neglect the negroes. Before the war the negroes were slaves. Now they had all become citizens, and they had voted against Vance for governor. But in his first message to the legislature in 1877, he recommended that in education the state should make no difference between the negro children and the white children. (See first page of THE JOURNAL.)

* * *

After having been governor for two years, Vance was elected again to the United States Senate in 1878, and was allowed to take his seat. He was twice re-elected, and was a senator when he died in Washington City, April 14, 1894.

Vance was one of the oldest men in the senate. He became a leader, whose opinion had weight throughout the United States. Vance was always the champion of North Carolina, of the South, and of the common people everywhere. No wonder that when he died all North Carolina mourned for him, and the whole country was saddened.

* * *

Now, we see why Zeb Vance had such a hold upon the people of North Carolina. It is due, not only to his great mind, but more to his great heart, his spotless character, his undying love for his people. We love him also for his great hon-

esty. While governor during the war and the troublous times following the war, and during his long stay in the senate of the United States, he had opportunities to make money for himself by dishonest means; but this even he refused to do. His hands were clean.

* * *

When Vance died his body was carried to Asheville, his old home, for burial, the people of every town and village through which the funeral train passed turned out to do him honor, many weeping as if they had lost a personal relative or friend. His body now lies in Riverside cemetery, and the people have erected on the public square, in Asheville, a fitting monument to his memory. This monument is of durable granite, in its design plain and simple, like the character and life of the noble and beloved Vance.

* * *

Senator Ransom has said of him: "No man among the living or the dead has ever so possessed and held the hearts of North Carolina people."

* * *

"He was ambitious, very ambitious; but with him ambition was a virtue. He aspired to be great that he might be useful, do good, improve and to benefit and to help mankind. His was not the ambition of pride and of arrogance and of power. It was the ambition of benevolence and philanthropy, the ambition to elevate, to lift up, to bless humanity."

* * *

NANEE HYMN.

[Tune, America.]

Oh, God of nations great,
To Thee we consecrate
Our youth and might.
We render thanks to Thee
For fathers brave and free,
Help us like them to be.
True to the right.

Bless church, and state and school,
In all our councils rule,
Our ways command.
Heal every social sore,
Teach love to rich and poor;
Let peace reign evermore
Through all our land.

We thank Thee for the man
Who stood in honor's van
Through every chance
Of war and dire distress.
His glory we possess,
His name we'll ever bless;
Our noble Vance.

Deliver not the tasks of might
To weakness, neither hide the ray
From those, not blind, who wait for day,
Tho sitting girl with doubtful light.

Make knowledge circle with the winds;
But let her herald, Reverence, fly
Before her to whatever sky,
Bear seed of men and growth of minds.

COLUMBIA, S. Dec. 5, 1897.

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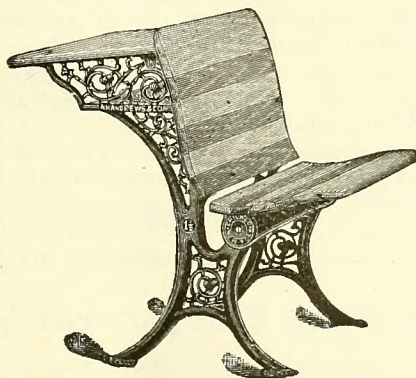
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"Our genial and popular townsman, Colonel Hammett, has returned from a visit of several days in Greensboro, and while there he was the guest of Col. W. H. Osborne, the president of the Keeley Institute, and he brings back with him deserving words of praise for that institution, its location, its management and the work it is doing.

"Colonel Hammett was charmed with the Institute's new home, which was formerly the Morehead mansion. It has been greatly improved and beautifully furnished, and there is a sweet quietness and rest about the place which, he says, is wonderful and refreshing. Everything is kept in the cleanest and best manner, making a stay there delightful in the extreme.

"He says Colonel Osborne has a typical, inviting home for the unfortunate ones who desire to free themselves from the habits of drink, morphine or other opiates, which do so much to blunt energy, quench hope and wreck the system. The grounds are beautiful and attractive, the institute has fine Jersey cows and gets the best milk ever tasted, and the table is served with butter of their own make that is butter; and he never saw such fine chickens and shoats, which go to make up, with all other comforts, the idea that practically the management and the inmates 'live at home.'

"Colonel Hammett mingled with the patients, some twenty or more now, and he was astonished at what he saw and heard—how they had come out of 'the miry clay,' clothed in their right mind, with new hope in their hearts and a smile of joy upon their faces.

"Colonel Osborne and his corps of managers have brought the Institute up to a state of great perfection, in all of its departments for comfort, ease and charming life of its patients. Colonel Hammett says it is a great institution and is doing a great work, in a great and satisfactory way."

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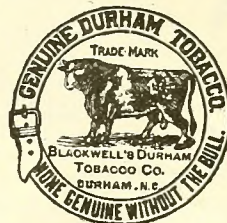
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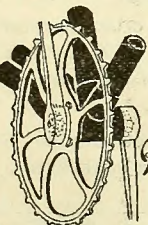
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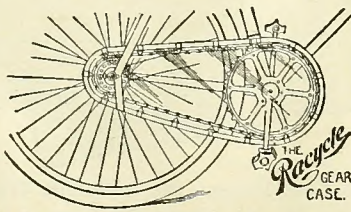
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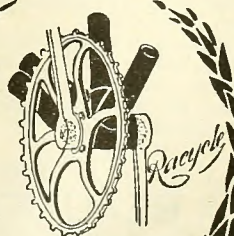


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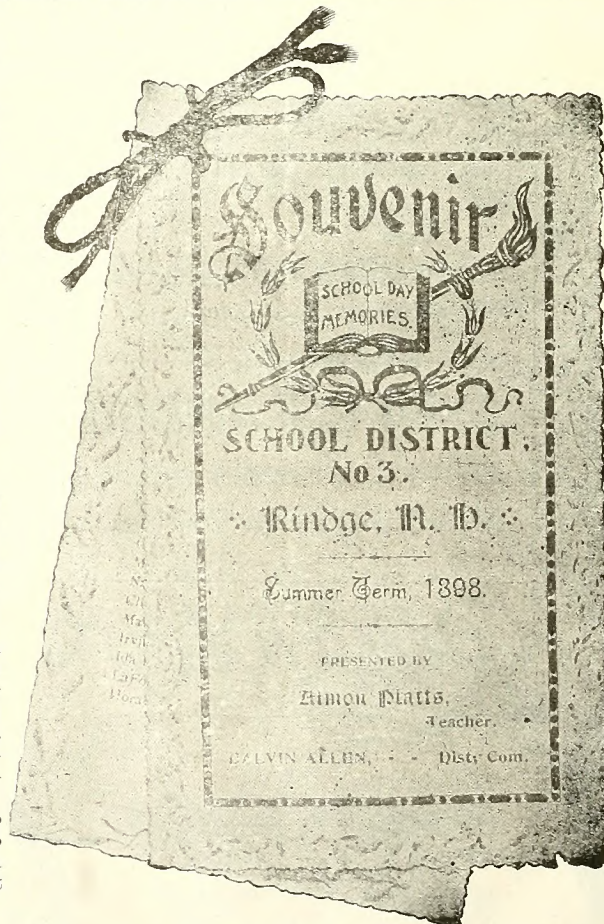
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NORTH CAROLINA Journal of Education.

VOL. I.

GREENSBORO, N. C., JUNE, 1898.

NUMBER II.

Beauty dieth not and the hand that needs it will find it.

Music means harmony, harmony means love and love means—God.

A republic is the government of the spirit; a republic depends upon the self-control of each member; you cannot make a republic out of muscles, prairies and Rocky mountains; republics are made of the spirit.

When life's all love, 'tis life: aught else, 'tis naught.

Who made a song or picture, he
Did it, and not another, God or man.

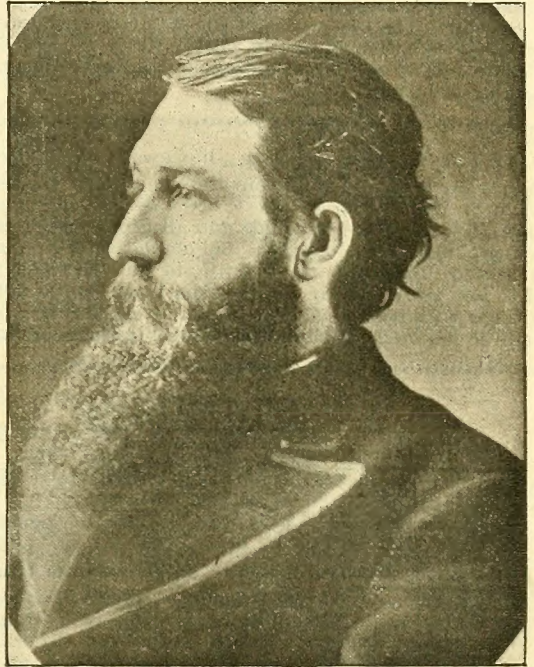
The End of Means is art that works by love.
The End of Ends . . . in God's Beginnings lost.

Alas, for the poor to have some part
In yon sweet living lands of Art,
Makes problem not for head, but heart.
Vainly might Plato's brain revolve it;
Plainly the heart of a child could solve it.

I dare avouch my faith is bright
That God doth right and God hath might.
Nor time hath changed His hair to white;
Nor His dear love to spite.

Opinion, let me alone: I am not thine.
Prim Creed, with categoric point, forbear
To feature me, my Lord, by rule and line.

Unless you are suffused . . . with that moral purpose which finds its largest expression in love; that is, the love of all things in their proper relation . . . do not dare to meddle with beauty; unless you are suffused with beauty, do not dare to meddle with love; unless you are suffused with truth, do not dare to meddle with goodness; unless you are suffused with truth, wisdom, goodness and love, abandon the hope that the ages will accept you as an artist.



SIDNEY LANIER.

BORN AT MACON, GEORGIA, FEBRUARY 3, 1842: DIED AT LYNN, POLK COUNTY, NORTH CAROLINA, SEPTEMBER 7, 1881.

*His song was only living aloud,
His work a singing with his hand.*

For weakness, in freedom, grows stronger than strength with a chain;
And Error, in freedom, will come to lamenting his stain,
Till, freely repenting, he whitens his spirit again;
And Friendship, in freedom, will blot out the bounding of race;
And straight Law, in freedom, will curve to the rounding of grace;
And Fashion, in freedom, will die of the lie in his face.

Long as thine Art shall love true love,
Long as thy Science truth shall know,
Long as thine Eagle harms no Dove,
Long as thy Law by law shall grow,
Long as thy God is God above,
Thy brother every man below,
So long, dear Land of all my love,
Thy name shall shine, thy fame shall glow!

HOW TO SECURE SCHOOL LIBRARIES.

Every public school in North Carolina should have a library. Much that a child should know is not found in text-books. More can be learned about the world from stories of travel than from a geography, and more about the great men of the world from historical novels than from a history. The study of a text-book is usually regarded by the child as work, while the reading of books of travel or historical novels is a recreation; and the books he reads will open a new world to him and inspire him with a love for reading and a desire for a broader culture, which will affect his whole future life.

It is not the schools in the larger cities that need libraries, but rather the country schools in the thinly settled districts. In such schools the children know nothing of the great world except what they learn from books, and there are no books to which they have access. Many teachers have appreciated this fact, and have wished to provide libraries for their schools, but three reasons have prevented them from doing so:

First: Many of the best books are so full of tiresome details that children lose the thread of the story and throw down the book in disgust.

Second: The best works of the standard authors contain incidents which it is not proper for children to read, and many allusions which cannot be satisfactorily explained to them.

Third: The cost of providing such a library has been such as to make it out of the question for the neighborhood or the teacher to buy it.

All three of these objections, however, are met by the publication of the **Standard Literature Series**. The plan in this series has been, (1) to cut out the "padding," the tedious details which have proved so tiresome to young readers, but to leave a *complete story in the exact language of the author*, short enough to be read in the limited time of a school term; (2) To cut out all incidents and allusions which are of a questionable character and unsuited to children; (3) To add notes explaining every historical and classical allusion, so that the child will have no difficulty in understanding what he reads; and (4), most important of all, to publish these condensed volumes at a price so cheap that every neighborhood can afford to buy a set. Or, if the neighborhood should not care to do so, every teacher can afford to buy a set for herself and carry them with her to each school where she teaches, permitting the children to use them during the school term, and thus add to her own value and popularity in the neighborhood. The books published thus far are as follows:

STANDARD LITERATURE SERIES.

In United States History: The Spy, by Cooper, (paper 12½c., cloth 20c.) The Deerslayer; The Pilot; Last of the Mohicans; The Water-Witch, by Cooper; and Horse-Shoe Robinson, by Kennedy; The Yemassee, by William Gilmore Simms; (each, paper 20c., cloth 30c.)

In English History: Rob Roy, by Scott, (paper 12½c., cloth 20c.); Ivanhoe and Kenilworth, by Scott, (paper 20c., cloth 30c.) and Harold, by Bulwer, (paper 20c., cloth 30c.)

In French History: Ninety-Three, by Victor Hugo, (paper 20c., cloth 30c.)

Geography and Travel: Tales of the Alhambra, by Irving, (paper 12½c., cloth 20c.); and Two Years before the Mast, by Dana, (paper 20c., cloth 30c.); Tales of a Grandfather, by Scott, (paper 12½c., cloth 20c.)

For Higher English: Enoch Arden and Other Poems, Tennyson; Prisoner of Chillon and Other Poems, Byron; Lady of the Lake, Scott; (paper 20c., cloth 30c.); The Sketch Book, Irving, 8 selections; Evangeline, by Longfellow; "Knickerbocker Stories," by Irving; (paper 12½c., cloth 20c.) and "POEMS OF KNIGHTLY ADVENTURE," (paper 20c., cloth 30c.). (This includes 4 complete poems with notes, viz.: TENNYSON'S "Gareth and Lynette," MATTHEW ARNOLD'S "Sohrab and Rustum," MACAULAY'S "Horatius," and LOWELL'S "Vision of Sir Lannan.")

For Elementary Classes: Christmas Stories and Paul Dombey, by Dickens; Gulliver's Travels, by Swift; A Wonder Book, (4 selections); Twice Told Tales, (10 selections); and The Snow Image, etc., (7 selections) by Hawthorne; Little Nell, by Dickens; Robinson Crusoe (8 illustrations.) Pilgrim's Progress, by Bunyan, (each, paper 12½c., cloth 20c.) Black Beauty, Sewell, (paper 20c., cloth 30c.)

The series now includes 33 numbers; eleven numbers in preparation.

Dr. Edward R. Shaw, Dean of School of Pedagogy N. Y. University, has edited Robinson Crusoe and Two Years Before the Mast, and Prof. E. E. Hale, Jr., Ph. D., (Hale) has edited the numbers under "Higher English" (except Byron) and "Pilgrim's Progress."

The volumes can be selected at the prices named, or a set of twenty numbers will be sent by mail, postage prepaid, for \$2.40, bound in paper, or in cloth, by prepaid express, for \$4.00.

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PHILANDER P. CLAXTON,

Professor Pedagogy State Normal and Industrial College.

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God give us men! A time like this demands
Strong minds, great hearts, true faith and ready hands.
Men whom the lust of office does not kill,
Men whom the spoils of office cannot buy;
Men who possess opinions and a will;
Men who have honor and will not lie;
Men who can stand before a demagogue
And scorn his treacherous flatteries without winking,
Tall men, sun-crowned, who live above the fog,
In public duty and in private thinking.

—J. G. Holland.

Having joined the army of the United States, Mr. Howell retires from this journal with this issue, and the undersigned becomes sole editor and manager of the NORTH CAROLINA JOURNAL OF EDUCATION, assuming full responsibility for all existing contracts and obligations. The efficiency of the JOURNAL will not be allowed to suffer by this change, but every effort will be made to increase its usefulness and extend its influence. Valuable names are being added to the list of contributors, and an energetic canvass will be made to put the Journal into the hands of every teacher and school officer in the Southern states.

Very truly,

PHILANDER P. CLAXTON.

Several valuable articles crowded out of this number will appear in the July issue.

Examinations for State Certificate.

Superintendent Mebane has notified the county supervisors that the state board of examiners has prepared questions for use in the examination of those who wish to stand for the state certificate, entitling the holders to teach in any county in the state without further examination. The lists of questions will be sent to the supervisors in time for use on the second Thursday in July. The examinations will be held in or near the court-house in each county.

The nature of the examination may be seen from the questions submitted at this examination last year (published in several numbers of this JOURNAL) and from the following extract from Superintendent Mebane's circular:

"Questions on the following subjects have been prepared: English grammar, English literature, history, geography, physical geography, arithmetic, algebra, physics, physiology and hygiene, elementary botany, civil government, and school law.

"The following books, in addition to those adopted in the various counties, are suggested as indicating the scope of the examination on the several subjects: Whitney's Essentials of English Grammar, Pancoasts's Composition and Rhetoric, Lockwood's Lessons in English, Maury's Geography, Tarr's Physical Geography, Sully's Psychology for Teachers, White's Elements of Pedagogy, Avery and Gage's Physics, Bergen's Botany, Martin's Human Body."

The J. O. U. A. M. erected flags on the public school buildings of Greensboro, May 3. The exercises were impressive and appropriate. Rev. C. A. G. Thomas, Rev. T. N. Ivey, and President Charles D. McIver made short addresses. The Juniors believe in the public school.

Superintendent Logan D. Howell, of the Raleigh schools, has resigned and joined the army, and Prof. E. P. Moses, of the Winthrop Normal College, formerly superintendent of the Raleigh schools, has been elected in his place.

Summer Schools and Teachers' Educational Gatherings.

June and July are the months of educational gatherings, associations and summer schools. Nothing shows more clearly the modern interest in education than do these meetings and schools—both unknown to the teachers of the past. They offer, at moderate cost, a means of recreation and improvement, and no teacher should fail to attend at least one during the summer.

The National Association, Washington, July 7-12, holds its session near us this year, and we are glad to learn that a much larger number of our teachers will attend than have attended any of the previous meetings. The reduced railroad fare and the low rates at which board may be had in Washington make it possible for any teacher to see the capital of the nation and to hear the discussions of the greatest educational association of the world for a few dollars.

The North Carolina Teachers' Assembly, Asheville, June 14-18, meets in the most beautiful part of the state. Low rates have been secured. The session has been reduced to four days, making it possible for one to stay through it all, hear all the discussions and meet all his friends. An excellent programme has been arranged (see May number of this JOURNAL), and the Asheville people will do all in their power to make the stay of the teachers pleasant and profitable. Tickets good to return any time before July 25 will enable teachers of the east to remain in the mountains long enough to gain fresh vigor for another year's work.

The North Carolina State Teachers' Association (colored), Greensboro, June 15-20, meets at the most accessible point in the State. The programme arranged is strong. Living at the A. & M. College is very inexpensive—only \$2.00 for the entire week, and the attendance will, no doubt, be good.

The summer school at Chapel Hill, June 21 to July 19, has, probably, the best faculty it has ever had, and the courses have been arranged with special reference to the needs of teachers in primary and secondary schools.

The summer school at Wake Forest, June 21 to July 19, has a carefully selected faculty, and offers courses in all subjects taught in the schools of the state. Here, as at Chapel Hill, all the libraries and laboratories of the college will be at the service of the summer school.

Miss Emily Coe's summer school for Kindergar-

teners, at Red Springs, June 15 to July 19 offers the first opportunity of the kind to North Carolina and southern teachers. Miss Coe has transferred her entire Kindergarten plant from New York City to Red Springs. Every primary teacher who can, should take advantage of this opportunity to gain valuable training at small cost.

The Asheville summer school and conservatory, Asheville, July 7 to August 17, offers unusual advantages to teachers and others in music, art, literature, science and elocution. Concerts and entertainments will add to the pleasure of a stay here.

The second annual session of the summer school at the Agricultural and Mechanical College, Greensboro, July 20 to August 10 and the summer term of the State Industrial Academy and State Normal School, Winston, June 22 to July 8, offer excellent opportunities to colored teachers.

Never before have the teachers of North Carolina had such opportunities. Let us improve them.

Three Monuments in One Month.

On May 6 there was unveiled on the Guilford battle ground a monument to Gillies, the bugler boy of Light-Horse Harry Lee, who was killed near Guilford court-house. The monument was erected by the students and alumni of Oak Ridge Institute. Some of the schools of the county and the Normal and Industrial College gave holiday to be present and take part in the ceremonies of the unveiling.

On May 10 the Vance monument on the public square in Asheville was unveiled, and on May 20 the monument to the signers of the Mecklenburg Declaration was unveiled in Charlotte.

No one month in our previous history has witnessed the unveiling of three monuments of such a nature. North Carolina is gaining some historic consciousness.

Music is Love in search of a word.—*Sidney Lanier.*

NEARLY ALL OF THE SOUTHERN COLLEGES

Which issue handsomely engraved Anniversary and Commencement Invitations are having them done by a Southern firm who are doing very artistic work. We refer to Messrs. J. P. Stevens & Bro., of Atlanta, Ga. This firm has a magnificently equipped plant for the production of high grade steel and copper plate engraving, and invitation committees would do well to obtain their prices and samples before placing their orders.

Sidney Lanier.

 PROF. EDWIN MIMS, TRINITY COLLEGE

At Chautauqua in the summer of 1896 it was my privilege to hear Mrs. Lanier read some of the poems and letters of her husband. She was not a good reader of his poems, but she read with more than usual charm, and with deep feeling, passages from his letters to her—expressions of his inner life, his struggles and aspirations as an artist and as a man. There were only a few fragments, but enough to reveal a very rare and beautiful soul, and to cause one to go to the nearest book-store for something more of his life and poetry.

It is unfortunate that a real life of Lanier has not yet been written; it must eventually find its place in the series of "American Men of Letters." Till then the sketches by William Hayes Ward and Dr. Baskervill will serve to give some idea of his personality. We know enough already to know that there is something of an almost romantic interest about his life—it was a true poem. It is surprising to find out how few people know anything at all of Lanier's life or poetry, and yet every student in a Southern school should know something of the long and hard struggle he made for the best things of culture and art. Children know a great deal of our statesmen and soldiers who struggled from poverty to fame, they should be taught another type of man only too rare in the southern states—a man who struggled for the things of the spirit, whatsoever things are lovely and excellent and beautiful. There is an elevating power in his life, and even where his poetry could not be taught, students might be instructed as to his noble life.

Born in Macon, Georgia, Feb. 3, 1842, into a family long noted for music in this country and England; a student at Oglethorpe College, where he devoted all his spare hours to reading from "some treasured volume", or to playing upon one of his beloved instruments while his companions were entranced; a soldier in the Confederate army, enduring all the hardships of war, and yet in his tent at night reading Heine, Goethe, Mrs. Browning, etc., or suffering in a loathsome prison-ship all the inconveniences of body and soul, but arousing his fellow-sufferers by the notes of his "magic flute"; a teacher in Alabama, suffering the tare and fret (swear and fret he might have said) of a large school for several hours a day; a musician in the Peabody Symphony Orchestra of Baltimore; a

lecturer on poetry at Johns Hopkins University, and, after suffering for years all the tortures of consumption, dying in the mountains of Western North Carolina in 1882—these words may serve, for lack of more space, to give some conception of the life of Lanier. They serve but ill to show the life-long struggle of the man against the combined forces of poverty, disease and neglect. It is sad to think of what that fine-grained, delicate man had to suffer. One of the cries of despair found in his papers after his death makes one almost doubt of the Providence of God, and yet he never doubted, for he says in one of his letters, "But I thank God that in a knowledge of Him and of myself, which cometh to me daily in fresh revelations, I have a steadfast firmament of blue in which all clouds soon dissolve."

The two master passions of Lanier's heart were music and poetry. At times he would think of doing something else in the world, but when he attempted anything else music and poetry claimed him as their own. In a letter to his father he gives the best expression to the long struggle he must have had: "My dear father, think how, for twenty years, through poverty, through pain, through weariness, through sickness, through the uncongenial atmosphere of a farcical college and a bare army and then of an exciting business life, through all the discouragement of being wholly unacquainted with literary people and literary ways—I say, think how, in spite of all these depressing circumstances, and of a thousand more which I could enumerate, these two figures of music and poetry have steadily kept in my heart so that I could not banish them. Does it not seem to you, as to me, that I begin to have the right to enroll myself among the devotees of these two sublime arts, after having followed them so long and so humbly, and through so much bitterness?"

As Rossetti is the painter poet, Lanier is the musician-poet. Milton and Browning were lovers of music, but neither of them was a great musician as Lanier was. "To him as a child in his cradle music was given: the Heavenly gift to feel and to express himself in tones." He has expressed that spirit of melody that seemed to have been always on his mind. "A holy tune was in my soul when I fell asleep; it was going when I awoke." This melody is always moving along the background of my spirit." "Music is love in search of a word," he says in his effort to define that indescribable yearning after the infinite that one feels in music. Lanier in his poems to Richard Wagner and Beethoven has

expressed his obligations to the masters of music. It is probably in "The Symphony" that he has given the best poetical expression to his appreciation of music. The violins, "the velvet flute note," "the melting clarionet," the trumpet, the hautboy—all join in a symphony expressing their hatred of materialism and their sense of the need of love to solve all problems.

O Trade! O Trade! Would thou wert dead!
The time needs heart, 'tis tired of head.

While Lanier had undoubted musical genius, and went so far one time as to say that poetry was a mere tangent with him, he has left no musical composition; it is by his poetry that he must live. As he grew older he dedicated himself more and more to poetry. When at times he felt that death was very near to him, he could not believe that his songs would go unuttered. "A thousand songs are singing in my heart, that will certainly kill me if I do not utter them soon." "All day my soul hath been cutting swiftly into the great space of the subtle, unspeakable deep, driven by wind after wind of heavenly melody." From the time that he definitely made up his mind to devote himself to poetry till his death he was resolved "to put forth, humbly and lovingly and without bitterness against opposition, the very best and highest" that was within him, utterly regardless of contemporary criticism.

Lanier had a sense of the sacredness of all art. His one aim, he tells us, had been to find out "God's will concerning him," and he finally settled upon poetry because it seemed to him the best way of expressing truth. He was no "idle singer of an empty day." He was a vates, a seer. "All worthy poets belong substantially to the school of David," he says. One has only to compare the Essay on Poetic Principle by Poe with numerous utterances of Lanier in prose and verse to feel the immense difference between the two poets. To Poe melody, rhythm, beauty, was everything. To Lanier, feeling, too, the necessity of these things, moral goodness, truth must be the subject matter of poetry. "Unless you are suffused with truth, wisdom, goodness and love, abandon the hope that the ages will accept you as an artist." There is so much more substance in Lanier than in Poe—so much more of what Matthew Arnold calls "criticism of life." Poetry is only good when it plays a part in the redemption of the world.

The artist's market is the heart of man,
The artist's price, some little good of man.

Artistic beauty and moral beauty were to him "convergent lines which run back into a common ideal origin." Lanier was, therefore, a "dedicated spirit," as Wordsworth was; art meant to him what it meant to Tennyson and Browning, the difference being in the larger insight and the deeper personality of the English poets.

One cannot but regret that Lanier did not write more narrative poems. He could be used in the school to so much better advantage if he had written more such poems as "The Revenge of Hamish." His poems can never take the place of those like Evangeline or The Vision of Sir Launfal or Snow Bound, and yet one cannot but feel that his poems might well be introduced into the higher grades. Lanier is lyrical rather than epical or dramatic, most of his poems are reflective, but we sometimes underrate the responsiveness of young people to the finer things of thought and feeling. A teacher must have very little inspiring power if he cannot awaken an enthusiasm for "The Song of the Chattahoochee," "My Springs," "Owl Against Robin," "The Dying Words of Stonewall Jackson," "The Symphony," "Corn," "Clover," "Sunrise," and "The Marshes of Glynn." I have seen more than one young boy respond to the sentiments and to the melody of these poems. Especially useful, it seems to me, would Lanier be in the nature-study that has come to be such a marked feature of educational work in recent years. As we shall see later, the love and interpretation of nature are the most distinctive features of his work.

In the editorial introducing this general series of articles, the editor of the JOURNAL says, referring to the first literature with a local coloring to be read by the child: "The background of scenery, climate, and vegetable life, should be that of his own section." Lanier's poems do not have the distinctive Southern atmosphere that one finds in the stories of Thomas Nelson Page or Joel Chandler Harris, there is nothing to suggest the life of the South in antebellum days—none of our old traditions or legends or customs. It is true he has written some dialect poems, but they are not a part of his best work. Although it is true that Lanier is far from being a provincial poet, no one could fail to note that Southern scenery is the background of his poetry. In this again, he differs from Poe, who is generally considered a Southern poet. Poe's poetry might have been

written anywhere, there is no distinctive local coloring, the background is that of his own weird imagination. Lanier's poems are suggestive of the southern soil—that which is enduring and eternal in our landscapes and skies. Georgia especially is dear to him.

Oh might I through these tears
But glimpse some hill my Georgia high uprears.

The hills of Habersham, the valleys of Hall, the Chattahoochee, Tampa robins, the "gospelizing glooms of live-oaks," "visions of golden treasuries of corn," and, above all, the marshes of Glynn have entered his soul. In the poem entitled, "Corn," which first gave him fame, he has expressed some thoughts that came to him when he returned to his old home and saw again the "heaven of green" beneath the "heaven of blue." Lanier has done for the marshes what Wordsworth did for the mountains of Cumberland—"The length and breadth and sweep of the Marshes of Glynn."

Lanier was not Southern in any narrow sense. He had shared the life of the South in the days of her adversity, but he came forth from that struggle singing no song of the past. He did not use his art to keep alive the feelings of sectional hatred, nor did he use his art to "vindicate" the Southern people before the world, he did us the greatest service by showing that there was the material for poetry here in the South, and that there was one man, at least, whose soul was responsive to it.

We have too often thought that a Southern literature would come by observation; there was some truth in the old tradition that an assembly of Southern people passed a resolution that there should be a Southern literature, and that William Gilmore Simms should write it. But, as Mr. Trent has said, "No nation or section will ever get a literature by shrieking for the national and the sectional, and not praying for the true and the beautiful." Lanier's message to the South, as to the other nations, was that, despite all the darkness of the world, despite all our sectional troubles, there are things which endure—love, wisdom, goodness, truth, beauty.

Heart and Brain! no more be twain;
Throb and think, one flesh again;
Lo! they weep, they turn, they run;
Lo! they kiss; love, thou art one.

His ideal democrat was, "His height shall be the height of great resolution, and love, and faith, and

beauty, and knowledge, and subtle meditation; his head shall be forever among the stars."

In 1876 Lanier was selected in behalf of the South to write the poem for the opening of the Philadelphia Exposition. The cantata closed with this significant utterance:

Long as thine Art shall love true love,
Long as thy Science truth shall know,
Long as thine Eagle harms no Dove,
Long as thy Law by law shall grow,
Long as thy God is God above,
Thy brother every man below,
So long, dear Land of all my love,
Thy name shall shine, thy fame shall glow!

I should fail to give a true account of Lanier's poetry if I did not discuss somewhat more at length his interpretation of nature. It may be said that he was a deeply spiritual poet, not in any limited sense of that word. He seems always to be aware of the mystery of things, he had the sense of the infinite, the divine, and felt the pain of finite hearts that yearn. It is hard to speak of this faculty of the soul; one can only feel it, and all must feel it in the poems of Lanier. He had a fine spiritual discernment, "the insight, the outstretch" that Browning speaks of. He felt with Wordsworth

A motion and a spirit, that impels
All thinking things, all objects of all thought,
And rolls thro' all things.

Passage after passage might be quoted from Lanier to show this. Poe did not have this faculty, neither did Pope nor Dryden, nor has Kipling nor Swinburne. It belongs to Wordsworth, Shelley, Browning and Tennyson, and, in a lesser degree, to Lanier.

Now this spiritual sense expressed itself in Lanier, especially in his feeling for Nature. He has not only some of the felicity of language that Keats had in delineating the finer modes and aspects of nature, he felt also the deeper significance that lies back of all Nature. To be sure it is always difficult to say just how much of originality there is in one's interpretation of nature now, for since Wordsworth the love of nature has become almost conventional. Still, one can not but feel that Lanier struck a note of his own, that his love of nature was a part of his spiritual constitution, and that his poems on nature have the sincerity and genuineness of originality.

What has just been said might be illustrated by referring in detail to a number of poems already

mentioned. It is in the "Marshes of Glynn" and "Sunrise" that his delineation and interpretation of nature attain to their best expression, and of these we shall speak in concluding this article. Lanier had planned a series of poems on the marshes, but this plan, as so many of his other visions, was prevented by his death. The two poems, however, are a host within themselves.

The poet spent one summer's day in a great forest near the marshes and the sea. Here in the "glooms of the live-oaks" and "wildwood privacies" he had found refuge from the "riotous noon-day sun of the June day." In the eventide when the sun is "await at the ponderous gate-way of the West," he walks to the edge of the wood:

"The world lies east; how ample the marsh and the sea and the sky,

Then his soul seems suddenly free,

By the length, the breadth and the sweep of the marshes of Glynn.

His soul is lifted to God—

As the marsh-hen secretly builds on the watery sod,
Behold I will build me a nest on the greatness of God,
I will fly in the greatness of God as the marsh-hen flies
In the freedom that fills all the space 'twixt the marsh and the skies;

By so many roots as the marsh-grass sends in the sod
I will heartily lay me a-hold on the greatness of God.
Oh, like to the greatness of God is the greatness within
The range of the marshes, the liberal marshes of Glynn."

At another time he awoke early in the morning, summoned by the voices of nature that "came to the gates of sleep." He is again surrounded by the gospelling glooms of his beloved live-oaks.

And there, oh there
As ye hang with your myriad palms up-turned in the air,
Pray me a myriad prayer,

The tide's at full, the marsh is a "limpid labyrinth of dreams," when suddenly he feels the suspense of the coming dawn.

"The East is unveiled, the East hath confessed
A blush: 'tis dead; 'tis alive; 'tis dead ere the West
Was aware of it: nay 'tis abiding. 'tis withdrawn
Have a care, sweet Heaven! 'Tis dawn!

And, then, as the sun rises, he feels strong with its strength and vivacity.

How dark, how dark soever the race that must needs be run,
I am lit with the sun.

Oh, never the mast-high run of the seas
Of traffic shall hide thee,
Never the hell-covered smoke of the factories
Hide thee.

Never the reek of the time's fen-politics
Hide thee,

And ever by day shall my spirit, as one that hath tried thee,
Labor, at leisure, in art, till yonder beside thee
My soul shall float, friend sun,
The day being done.

In these words Lanier was singing his swan-song, for he was soon to pass away into the sunrise of an eternal day.

Classification of Pupils in Graded Schools.

EDWARD P. MOSES, WINTHROP NORMAL COLLEGE, ROCK HILL, S. C.

Having studied the primer in a graded school, having attended a college conducted strictly upon graded school principles of classification, after more than a dozen years of experience as a teacher in a graded school or superintendent thereof, I was wholly unable to see, until about 1892, the radical defects in the two principles upon which our graded schools generally are organized and conducted. I was like the miller who could not sleep the night the clatter of his mill was stopped.

The graded schools with which I was connected and of which I write had two distinctive features:

1. They embraced a course of study, covering seven, nine or ten years, with a year's interval between the classes.

2. They provided that pupils who recited together in one branch of study, e. g., arithmetic, should recite together in all branches.

A grade's work was a year's crop of learning, planted in September, and gathered and measured in June, the season of the wheat-harvest. The grade is not our invention, but our inheritance from England, where it is called the standard.

I. THE CLASS INTERVAL OF ONE YEAR.

Is it wise that the course of study in our public schools should provide only for classes one year apart? If a boy in the sixth grade, promoted to the seventh grade in June, should fail to report in September, but should apply for admission three months later, where should he be placed? Should he be put into the sixth grade and be required to spend two-thirds of the year going over what he has already mastered, or should he be placed in the seventh grade with no knowledge of what the others have learned during the three

months he was out of school? What if he should be compelled to remain out of school one-half the year or two-thirds of the year?

A much more serious question presents itself when we consider the case of those who are deemed almost but not quite ready for promotion. We have all often had this difficulty. I have often felt that, in spite of myself, the toss of a penny might settle as well as I could the promotion or non-promotion of a certain pupil. Think of the tremendous importance of the issue—a whole year of a child's school life, in most instances all too short at the best. When we quibble over such a question, we are walking upon sacred ground. I remember well that I once hesitated long whether I should place a new pupil, with a really brilliant mind, in the fifth or the sixth grade. I believe that I chose the fifth grade for no better reason than that, when adding one-half and one-eighth, she reduced to sixteenths instead of to eighths. That girl wasted practically a year of her life by reason of my own well-meaning stupidity. Had the class intervals in my school been only one-third of a year, I could not have inflicted upon her an injury more than one-third as great.

Again and again, the settlement of the problem with each new comer, except the beginners, and with many of the children at the close of each year puzzled my brain and made me sick at heart.

I recognized clearly that the stakes were altogether too large for safety or comfort, and yet the simple remedy of reducing the limit did not once occur to me.

As early as 1872, Hon. William T. Harris pointed out the way to loose the gordian knot. When superintendent of the schools of St. Louis, Mo., he urged that the class interval be reduced to a period not longer than ten or twelve weeks. If only the country had listened to him then, our whole educational system would be far better than it is to-day.

As our Southern schools are not, as a rule, open more than nine months in the year, it would, perhaps, be best to divide each year's work into three sections. Under this arrangement, a school of seven grades would have twenty-one grades or sections, each twelve weeks of work in advance of the one below. Promotions and reclassification would take place three times a year. Those who failed to "pass" would spend twelve weeks, rather than thirty-six weeks, in review. A new pupil placed by the error of a superintendent or principal in the wrong grade, would lose a part or all of twelve weeks of his life instead of thirty-six weeks. Such a system can easily be arranged with our present buildings and teaching force. Let me illustrate with one grade, say the fourth year of school. The teacher has, say, forty-two pupils in her room. Let her divide them into three

classes of fourteen pupils each according to ability, each of the three classes being separated from the class next above or below by twelve week's work. At the close of the first three months, her highest class is sent into the fifth grade room and in their stead, she receives the highest class from the third grade room. After the new system of classification gets well under way, there are no greater changes in September than in December or March.

The objection that applies to the year's interval in public schools lies with still greater force against the year's interval in the colleges.

INDIVIDUALISM.

Diametrically opposed to the class-system stands the theory of individualism, which has had the warmest advocates in all ages. Rabelais, Montaigne, Locke, and Rousseau wrote upon education with no other idea than that of individual teaching. The two greatest Italian teachers of the Renaissance, Guarino and Vittorino, advocated and practised the individual system of teaching. The former gave up his evenings entirely to such of his pupils as came to him for private instruction, and those who lived in his house were instructed in the same way. Of the work of the latter, in his beautiful palace, La Giacosa, at Mantua, one of his famous pupils wrote: "I remember that Vittorino, well advanced in years, would, of a winter's morning, come early, candle in one hand and book in the other, and rouse a pupil in whose progress he was specially interested; he would leave him time to dress, waiting patiently till he was ready; then he would hand him the book, and encourage him with grave and earnest words to high endeavor." His biographer claims that this system of individual teaching secured for Vittorino's school the fame it won as the Trojan horse from which issued the conquerors of Italy.

That individual instruction, such as John Stuart Mill received from his distinguished father, is the best sort of schooling, cannot well admit of doubt, but how individual instruction can be practiced in our public schools by a teacher with forty pupils, is not clear to me. If the children recite in five studies daily, the number of recitations on the individual plan would be two hundred. Perhaps the introduction of the Bell-Lancaster system of pupil-teaching, when our elementary methods become fixed, will prove, after all, to be the true solution of the problem. Such a system was strongly advocated by Pestalozzi, whom I have never yet found to be in the wrong.

II. DIFFERENT CLASSES IN DIFFERENT STUDIES.

Time remains for only a glance at what seems to be the second fatal objection to the ordinary method of classification in graded schools, viz.: requiring pupils

who recite together in one study to recite together in all studies. In some schools, the child's knowledge of arithmetic determines his position in school in all studies, in other words, his grade. It would be better to adopt reading or grammar or history or geography or spelling as a basis for classification, for all these have much in common. But it would be far better still if the children were classified in each study in accordance with their advancement in that study. A girl who is capable of doing the work in Latin of the eighth grade ought to be permitted to do it, even though she is in the fifth grade in arithmetic, and does poorly there. That this system of grading gives students better advantages and greatly lightens the burden of teachers in my deliberate judgment after having given the plan a faithful trial. However, I cannot recommend such a radical revision of the school programme until after the system of promoting several times a year is substituted for the present plan of annual promotions.

Superintendents and teachers who are interested in this question are referred to Tompkin's *School Management* (p 118-129); to Hon. John T. Prince in *Education Review* for March, 1898; to Superintendent Shearer in *Atlantic Monthly* for June, 1897; to the numerous and thoughtful papers of Superintendent Search, Holyoke, Mass., and to the Report for 1890-'91 of the United States Commissioner of Education (p 981-1004.) The argument of Superintendent Rankin of Superior, Wisconsin, deserves especial attention.

The question has, as yet, been considered and discussed in this country too little to justify any one in claiming that the best method of classifying pupils in our public schools has been reached. To apply Herbert Spencer's phrase about education in general, if indeed, we have advanced beyond the condition of the agreement of the simple, we are, at least, no farther than the state of the disagreement of enquirers. Whether we shall ever reach unto the agreement of the wise depends upon our willingness to continue our search for the field in which the great treasure is hid.

Classification of Children in the Raleigh Schools.

SUPERINTENDENT LOGAN D. HOWELL.

The system of classification advocated by Professor Moses is in use in the schools of Raleigh, where it was introduced by him a few years ago. It is not necessary to add anything to his argument for classification by classes instead of by grades and for a short term instead of for a year. All will admit the ideal superiority of Professor Moses' system, the

more justness of it. But its practicability has been questioned. My remarks are to dispel any doubts on that score. This system works in the Raleigh schools more easily and with more satisfaction than the graded plan to which I had been accustomed.

The course in the Raleigh schools is for seven years only. This is divided into twenty-one divisions of twelve weeks each, or three terms a year. At the end of each term there is promotion of all pupils in every study in which they deserve promotion. The majority are promoted in all studies. But those who fail in any one or more studies remain in the same division in those studies another term, while they are promoted in all other studies in which they have done satisfactory work.

Pupils for the first three years (that is, for the first nine divisions in reading) have one teacher for all their classes, and sit in the same room in which they recite, as is usual in graded schools. But the children are not kept together in all studies even then. As a matter of fact their discrepancies during this time do not amount to much, and they consist almost invariably in some children making slower progress in arithmetic than in other studies. In any primary room the teacher has two or more arithmetic classes, say eighth and ninth (third year work). Most of the children in ninth reading will be in ninth arithmetic also. But those who are not so proficient can recite to the same teacher just as easily in eighth arithmetic, and a few, who belong in seventh arithmetic, go at the proper time to another room, where the teacher has a class in seventh arithmetic.

This system does not require a change of teachers for the pupils three times a year. I am speaking now of the first nine divisions in reading, which study is taken as our standard, not of classification, but of assignment to teachers. Last fall when the session began, Miss A had at one school the class in sixth reading (last division of second year's work), Miss B, seventh division (beginning of third year's work), Miss C, eighth division (second division of third year's work). At the end of the fall term most of Miss C's pupils were promoted to ninth division, but they staid in the same room under the same teacher. A few of Miss C's pupils who were not promoted (generally because of irregular attendance) remained in the eighth division, but they were transferred to Miss B's room, whose pupils had advanced from seventh to eighth. At the same time Miss C received a few from Miss D, whose pupils had been in the ninth, and were

now advanced to tenth. At the end of the next term the same kind of changes occurred; and at the end of the year each primary teacher has nearly the same pupils she began with, and has advanced with them through these divisions of work.

When pupils reach the tenth division in reading (beginning of fourth year's work) they sit in a study-hall and recite in recitation-rooms adjoining. Each teacher teaches one subject, sometimes with one or more classes in a second study. The pupils continue to be promoted or kept back in each study according to their ability in each, regardless of their standing in any or all other studies. Having had experience with the graded plan, I can testify that our system in the Raleigh schools is much more satisfactory to pupils and to teachers. Better work is secured.

The only practical objection that teachers might urge is in making a programme of daily recitations at the beginning of each term for the pupils in the study-hall. But surely no teacher that believes in the justness and greater effectiveness of a rational system of classification, will refuse to adopt it, because it requires a little more thought to arrange a daily programme.

National Educational Association.

The attention of the teaching profession in North Carolina is called to the meeting of the National Educational Association in Washington City July 6-12. The railroads will sell round trip tickets for one fare, plus \$2 membership fee, with extension of tickets to August 31. Tickets will be stamped for return on any date from July 7 to July 15 without deposit.

I trust that a large delegation of North Carolina people will attend this meeting. Apart from the interest and instruction of a visit to our Capital City, it would be beneficial to the state to have a strong representative delegation at this annual gathering. Last year the state sent an invitation to the National Department of Superintendence, asking that Association to hold its next meeting in North Carolina. Even if the Association had been disposed to come to North Carolina at this time, the fact that the state had only four representatives at Chattanooga would have inclined the Association to go elsewhere. When the National Educational Association comes so near to the state as Washington City, it seems to me that for the sake of our own reputation, North Carolina ought to be represented by a good delegation.

If any one under whose eye this notice may fall, desires information in regard to hotel rates, etc., I shall be glad to have him communicate with me. I have not yet secured rooms for North Carolina headquarters, nor do I desire to do so until I have more definite information as to the probable attendance from the state.

CHARLES D. MCIVER,
State Manager and Director for North Carolina.

May 2, '98.

Classification of Pupils in the Schools of Durham

SUPERINTENDENT W. W. FLOWERS.

At the beginning of the year 1897-98 the Durham Schools began with the lower grades divided into two or three divisions, according to the size of the grades. Each division was subdivided into two sections which recited separately. In January when the pupils had been in school about five months, it was found that the classification which had been made in September was no longer adequate for the needs of the pupils. Difference of ability, irregularity of attendance, lack of application on the part of some, and the thousand and one other things which determine a pupil's progress, had resulted in having pupils of widely different advancement in the same class. As a consequence many pupils were being retarded by those, who, for one reason or another, had fallen behind; while others were being hurried along more rapidly than they could go in the effort to adopt the instruction to the average pupils. It became evident that a new classification was necessary, and that some arrangement ought to be made by which the same state of affairs could be prevented from recurring again after a few months' time. In casting about for some method which would accomplish this, it seemed that the system of classification already in use, if properly extended, would secure the desired result.

As a preparation for the classification, the work of the pupils in each room was carefully examined, and a list of the pupils was made out by the teacher, giving their relative standing, so far as this was practicable. Then the work done in one division was compared with that done in other divisions of the same grade. From this comparison the pupils were classified according to their ability and willingness to work. Beginning with the brightest and most advanced pupils a number of sections of ten or fifteen pupils was made, the number, of course, depending on the size of the grade. Each section was composed of pupils of the same general ability, who were to recite as distinct classes in those subjects which require careful individual instruction, while in other less difficult subjects all the pupils in a room might recite together. Each section began in the different subjects wherever it was prepared to do the work. In this way the pupils in a room were divided into three or more sections of slightly different advancement. It was found that there was very little difference in the work of the

highest section of one grade and of the lowest section of the grade above. This made a gradual progression from the lowest section of the first grade to the highest section of the eighth grade, and gave us forty or forty-five classes separated from each other by only a few weeks' work instead of half that number separated by several months' work.

The results that have followed this reclassification have shown that it possesses some advantages without being attended by any very objectionable features. In the important branches the pupils are instructed in small classes, which contain pupils of the same general ability. This makes it possible for the teacher to look more closely after the individual needs of the pupils, and to be brought into closer contact and sympathy with them. Under this plan the instruction can be suited to the pupils as it cannot be when the classes are composed of pupils of different ability. It is not expected that all the pupils in a grade shall do the same amount of work before the close of the term in order to be ready for promotion at the end of the year, but each class is expected to do as much as it can do thoroughly; and the same distinction will be observed between the sections when they are promoted to a higher grade.

Perhaps the chief advantage of this plan lies in the fact that the pupils can pass easily from one section to another at any time they find themselves either ahead of or behind their companions. The sections not being widely separated in work, an ambitious pupil can be promoted to an advanced section without omitting any essential work, which cannot be the case when a pupil attempts to omit the work of an entire grade. It thus becomes possible for a pupil to do a part of the work of two grades in a year, and in this way save considerable time each year. Several pupils have been promoted from the highest section of one grade to the lowest section of the next grade, while in nearly every instance the most advanced sections, having completed the work of one grade, are now doing the work usually begun in the next grade in September. They will take up the work next term where they leave off this year, and ought to be able to save a month or two next year. Even a little time saved each year will make it possible for pupils to complete the course in less than the usual time. The course need be no longer a ten years' course, but its length will depend upon the ability of the pupil and his willingness to work. This possible shortening of the course would seem

to be an advantage to the bright pupil, but this system is not without its advantages for the backward pupil. Being in a class of his equals, he is not hurried over the work more rapidly than he ought to go, but is given time to do his own thinking and is encouraged to depend on himself. A short time is often sufficient for him to overcome his difficulty, and in many instances a pupil has been able to overtake his former classmates. The fact that he is about to be outstripped in the race by those whom he has regarded as his equals often spurs him up, while the chance for promotion at any time is a constant stimulus. This plan also works to the advantage of the backward pupils in that those who fail of promotion are not required to take all the work of a grade again, but only so much of it as may be necessary to prepare them for the work of the next grade, nor will they have to wait till the end of the year before being promoted, but they will be allowed to begin the work of the next grade as soon as they are ready to do so.

This system has other more or less advantageous features which might be mentioned, but it does not appear to be necessary, as they are in most instances such as would readily suggest themselves to one interested in the classification of a school.

Teaching Beginners to Read.

MISS IRENE R. MCLOUD, ASHEVILLE CITY SCHOOLS.

Every teacher of experience knows there are two kinds of poor readers in our schools. There is the hopeless child who has no ability to master new words, and then there is the child who can pronounce word after word fluently and with some fair success in expression, but who is unable to obtain the thought. The latter, in gaining proficiency in imaging words, has been too intent upon signs and symbols to have any power left for thought-getting. In our eagerness to place in his power that invaluable ability to get new words, we may be over-zealous in this direction and forget the other part, which is the real end and aim. If we can, in the primary grades, succeed in making the children thought-readers, we shall clear the way most beautifully for the work that awaits them in the high schools and colleges.

I shall give a brief sketch of what we did in the primary grade the first few weeks of school. I refer you to Mr. Moses, Col. Parker, and Miss Cof-

fin, all three of whom have most excellent advice to give on this subject of reading. They do not agree with each other by any means, and I have most rashly done those things which were expressly forbidden. Some of them I shall not do again, and others I shall do.

The first thing I did with sixty-five children was to divide them into four groups according to ability. The only guide in this was the child's face. It is not possible to do justice to sixty, or even forty, first year children in one class. Even with fifteen, the slow ones are apt to fall behind, unless the teacher is skilful enough to bring them out, careful at the same time not to repress, and thus discourage, the brighter ones.

Each group was taught to separate simple familiar words into their elementary sounds. In this work it is essential that the teacher herself should be able to pronounce the word slowly and without any unnatural effort. The conversational tone must be used, and exaggeration or monotony must be avoided. It takes practice and an accurate and familiar knowledge of the sounds to be able to do this well. But by means of this we can gain from our pupils careful pronunciation and distinct enunciation.

The time will come when mothers who are anxious to begin teaching the little ones at home will not waste time and strength on the alphabet, but will teach these elementary sounds. Then we shall receive into our grades children who will scorn to say "dis" for this, "ittle" for little, and other baby words that are a positive obstacle in learning to read. This work cannot be begun too soon. I have begun with a little girl not two years old, and she understands readily such directions as "touch your n-o-se," "show me your t-ee-th," etc.

In the school room I began on the first day with these directions, adding many others such as "l-i-f-t your f-oo-t," "r-u n," "j-u-m-p," "bring me a b-oo-k." I followed closely Mr. Moses' plan as set forth in his first reader, using his lists of words until each child in the separate groups was able to recognize the word when pronounced slowly and was able in turn to pronounce slowly for himself. The brighter groups did this quickly and were soon ready to learn these sounds by sight.

Next, I began writing sentences on the board. This work was entirely separate from the lessons in phonics. It is true that I pronounced slowly each new word that was phonetic, that the children might begin to see, as they were ready to grasp

the thought, the connection between word-getting and reading. I did not try to avoid unphonetic words such as "one," "two," "some," but they did not prove stumbling blocks in the child's path. In this work with sentences the aim was to secure the child's attention to the sentence as a whole, to have him see at a glance "I see a flower," and not word by word, "I—see—a—flower." I wrote the idiom *I see* on the board, and then rapidly drew a hat after it, asking, "What do you see?" being careful to gain the whole answer, "I see a hat." Then I drew a flower, and next a leaf, using this same idiom with a dozen or more objects. At first the progress was slow, but the work was continued until the children had gained the power of discriminating word-forms. They were then ready for their books, which had been bought at the beginning of the term, but had been laid aside until now. But, for many days, a lesson containing all the words from the book was read from the board before the books were opened. Each child had to gain the thought for himself by silent reading, and then give it orally. The sentences were always simple and could easily be understood by the child. It is not possible for a child just beginning to read to master new words and new ideas at the same time. Let him gain his knowledge first, and then he is ready to give it expression in his reading lesson.

The lessons in phonics were receiving most careful attention all this time. A new sound or combination of sounds was learned each day, and frequent review drills were given upon the old sounds. It was not long before the children were ready to go to the board and write the words, at first sounded slowly and distinctly by the teacher, and then simply pronounced in the ordinary way. They had learned to form the letters with comparative ease; though, if in doubt, they had only to refer to the top of the board to find the correct form.

And it was thus that we made our beginning with the little folks in the work of learning to read.

There are sharp limitations to the power of acquirement and production; a man cannot go on indefinitely learning all manner of unrelated things nor can he work successfully in widely separated fields. But a man can go on indefinitely learning about things which are related to each other, and doing things which partake of the same spirit and are expressions of the same energy.

Method in History Teaching.

PRINCIPAL RICHARD J. TIGHE, ASHEVILLE CITY SCHOOLS.

It has been said that "history is philosophy teaching by example," and I believe this will be true to the student of history if he be properly taught. The successful teacher of history, the one who leads his students to see and understand this system of philosophy as it has been worked out by the race, always has at least two aims in view. First, he endeavors to arouse *an historical spirit*, an enthusiasm in the work, which is not only a means of teaching patriotism, but is necessary to the best results; and, secondly, he develops as he proceeds with the work, *the underlying principles of human conduct* as they have been wrought out by human thought and action.

Now, the conditions necessary to the successful prosecution of these aims are, (a) the live teacher, brimful of his subject, himself a student; (b) plenty of historical material, such as books, relics, maps, etc. (Given the former these will be forthcoming); (c) a class of students of average intelligence.

The teacher has two main sources from which he can draw his material for history teaching. These are *literature* and *chronicle*, history proper, as it is called. The first represents in this system of philosophy, the best thought of the people from time to time; the latter tells of their deeds, their failures and their achievements, their sacrifices for right and their indulgence of passion. But our greatest writers are our greatest historians. They give us the best that their times could produce in thought and description. Homer, Dante, Shakespeare, and the others of our classical writers will ever stand as the greatest historians of their times. So it is the duty of the teacher to couple the best literature of the period studied with the chronicles of that period. This is necessary, not only to a correct picture of the time, but it is indispensable in coming to right conclusions, to formulating universal principles of human action.

I have said these are the two *main* sources, but there are other sources that should be made use of as far as expediency permits; such as maps (These can be made by the teacher if necessary), for history and geography should always go hand in hand; relics, heirlooms, old letter, good pictures (or their reproductions) of historical characters and scenes, such as one finds in our best magazines from time to time; and finally, whenever possible,

journeys should be made to historical places, old battle-fields, monuments in honor of great men, or great events, and the birth-places and homes of noted men and women.

Having settled the questions of sources of materials, the aims to be kept in view by the teacher, and the other essential conditions to success, we must decide upon the method to be pursued in the actual teaching of the subject matter. In my experience, I have found that the "topical method," that is, dividing the subject into method-wholes, has been productive of the best results. These topics or method-wholes may be broad enough for several lessons, in which case the topics should be sub-divided. It is frequently best to divide the class into sections, each section making a study of some one or more phases of the topic and reporting in class. This plan is a good one where material is plentiful. One great advantage of the topical method is that the class may have a great diversity of text books—the more the better, and another is the habit of independent thought which this method of research develops.

By way of illustration, we suppose that the class in United States History has Burgoyne's Campaign as a topic for study. To do good work, it will be best to give this topic at least two recitations, the first covering that part of the campaign previous to the battle of Saratoga and the second, the battles, surrender, and results.

In preparing for a study of this campaign, it will be well to have a clear understanding of the state of affairs at this period of the war. The condition of the continental army, north and south; the taking of New York City and the forts on the Hudson by the English; Washington's retreat through New Jersey; Howe's campaign on the Delaware, and all other essential points in connection with how matters stood at the beginning of the invasion, should be made vivid by a review of past work.

The next step is to get the purpose of the campaign, the separation of New England from the other colonies by Burgoyne's conjunction with Clinton. Here mention might be made of the fact that Creasy considered Saratoga one of the decisive battles of history. This, if it has not been discussed before, will bring up the question as to what a decisive battle is. Examples will be given. It is also essential that the class know something of the character of Burgoyne. How he and his regulars despised our colonial soldiers, and how he could not be advised. He will be compared with

Braddock in this respect. Then the students should know something of the character of his army, what it was composed of. All this by way of preparation for the first lesson.

At the next recitation, with a large map before the class and smaller ones in the hands of the pupils, trace the principal movements of the opposing forces, as the students give the information they have gathered, following the order of the campaign. Show how the Hudson and Champlain valley is a natural roadway, and how important its possession would have been to the English; show how important it is that a general should know how to make the most of the geographical features of the country, and how those who show the greatest skill in this are usually the greatest leaders. Cite cases. Go with Baum to Bennington, and follow St. Leger from Oswego. Mention Arnold's trick and Schuyler's unselfishness and patriotism. Here, also, a correct estimate should be had of Gates. The principal points to be noted in this part of the campaign are the failure of Burgoyne to get supplies or aid either from the region he was in, or from Clinton, in New York, and the unflinching patriotism of the colonists. Interesting anecdotes will, of course, be told of St. Leger, Stark, Frazer, Lord Lovett, Lady Ackland, Baroness Riedesel, the old Palatine, Herkimer, Schuyler, Warner, Gansevoort and Arnold. The student, having now a good picture of the country and the condition of the two armies, is ready to make a study of the battles and their results.

The next recitation will be conducted in the same way, the teacher leading the discussion. The reasons for American success will be formulated and will be something like the following: (1) Burgoyne's contempt for Americans, saying that with ten thousand men he would promenade the colonies from end to end; (2) restricting orders given Burgoyne by his ministry; (3) Burgoyne's conceit and slothfulness; (4) his lack of cavalry and scouts; (5) Schuyler's masterful retreat; (6) failure of Howe and Clinton to give aid; (7) failure of St. Leger's expedition; (8) forces and generals of the American army at least equal to Burgoyne's; (9) Arnold's daring charge.

After the battle is disposed of, discuss the results. There are four chief results of the campaign: (1) It gave courage to the Americans and their friends in England and elsewhere. (2) It equally discouraged the king, ministry and tories. All that colonists asked at the beginning of the war was offered them. (3) France now began to give aid. She had

been willing all along if sure we were worth helping, and would do most of the fighting. This alliance was very important. (4) The purpose of the invasion was entirely defeated. Speak of Creasy's view of the battle again, showing its importance. A few principles and rules of conduct to be learned from the campaign are: (a) Never despise the talents of another. (b) Select competent persons to do work and leave the executive and details to them. (c) Always lend an ear to the advice of others.

The Essential Principles of Herbartianism.

THOMAS T. CANDLER, PRINCIPAL CALDWELL INSTITUTE.

John Frederick Herbart was the author of the educational doctrine known as Herbartianism. He was born at Oldenburg, Germany, May 4, 1776, and died at Goettingen, August 11th, 1841. From the early age of fourteen, his life was devoted to philosophic and educational teaching and writing, in which he attained the highest eminence. Some of his principal works are: "The A B C of Observation," "The Moral Revelation of the World as the Chief Function of Education," "General Pedagogics," "General Practical Philosophy," "Chief Points of Logic," "Psychology as a Science," "General Principles of Education," &c.

The labors of such men as Comenius, Rousseau and Pestalozzi had prepared the minds of the people for Herbart's doctrine. These men had shown the value of sense preception. Pestalozzi had proclaimed the barrenness of formal teaching, and, with the insight born of love and sympathy, just as some mothers have always done, had caught glimpses of the principle on which right education must be founded, but he had not the knowledge nor the ability to shape these principles. At that time there was no real psychology. It therefore remained for Herbart to give scientific precision to instruction and moral training by founding them upon an adequate system of psychology and ethics; to combine the old theory of faculty-culture and the later one of sense-perception into the new one of *apperception*; and to reveal his idea of the development of character by the daily activities the school-room.

Herbart bases his psychology on Metaphysics, Mathematics and Experience. In his *Metaphysics* he adopts the notion of the *monad*, or metaphysical atom, calling it a *real*, but gives it, however, only the capacity of self-preservation. He calls the

soul, in a psychological sense, a monad, and the varying states into which it is thrown by its efforts at self-preservation are *ideas*. This is metaphysical indeed, but the main point is that rightly or wrongly, he *derives ideas*. Herbart applies *Mathematics* to the measurement of the statics and dynamics of so-called mental forces, which has led to important developments in modern psychophysics and physiological psychology. The impulse that Herbart gave to the theory and practice of teaching in Germany has been mainly due to his idea of *experience*, or, more broadly, *apperception*. The soul according to this psychology, can become enriched with a content, not through the development of any germ-like faculties, but solely through the growth of ideas that experience creates within us. Leaving the more correct investigation of the original constitution of the mind to Kant, Herbart fixes his attention on the production, re-production, fusion, arrest and general interaction of *ideas*. Apperception with Herbart is, therefore, the assimilation of ideas by means of ideas already possessed. In this lies the significance of the whole school of Herbartian theory and practice.

Opposing the common idea of an independent will faculty, Herbart deduces a natural sequence, through ideas, feelings, desires, volitions and deeds, to character. A feeling is the consciousness of the furthering or arrest of the movement of ideas. Desire is a state of ideas which strives to bring about some other state not present, and is always directed toward some particular object. Since desire seeks satisfaction, if the object of desire seems attainable, desire passes into volition. Volitions reveal themselves in deeds, and the sum of deeds is character.

HERBART'S ETHICS.

With the idea that the deeper purpose of education is the development of *moral character*, and believing that a moral revelation of the world may be effected by home experience and school instruction, Herbart addressed himself to the exposition of the ethical principles of true moral character, both individual and social. He said: "Feelings are states of mind arising from the relation of ideas. Certain harmonious relations give rise to inevitable feelings of pleasure, and their opposites give us equally inevitable feelings of displeasure or pain. From this fact our moral judgments arise." On this foundation he bases the following five principles, two formal, three concrete:

1. The Idea of Inner-freedom.—This idea is the

consciousness of having acted in accord with our beliefs. It is founded on the pleasure arising from inner harmony.

2. The Idea of the Efficiency of the Will.—That will only is efficient which is strong, concentrated and consistent with the real ethical order of the world as with itself. The basis of this idea is the pleasure we feel in the perfection of power.

3. The Idea of Good Will—This is the idea of the Golden Rule. Experience and a broader view of self-interest develops the idea of its validity.

4. The Idea of Justice, or the Prevention of Strife-- It is the idea of rights which lies at the basis of most of our laws regarding property.

5. The idea of Equity, or Requit—This is the notion of reward for good or bad actions, and it demands that the reward shall be adequate to the deed. It is the basis of the system of rewards and, especially, punishments, that society has gradually evolved.

HERBART'S DOCTRINE OF INTEREST.

We have seen that in Herbart's system *desire* is one of the essential steps in the growth of mental life and moral character; *Interest* is a broad phase of desire. Herbart ever seeks to develop what he calls a *many-sided interest*. We have seen, too, that in his psychology there is no independent faculty whose function is to will; on the contrary, volition is strictly dependent upon desires (interest), and this in turn, upon ideas. It follows, then, that in order to produce in the mind of the child an inherent, abiding and growing interest in the subject matter through which instruction is expected to furnish a moral revelation of the world, the right ideas must be properly presented and adjusted into apperceiving masses. Interest, therefore, as conceived of by Herbartians, is not the mere passing interest of expectancy or amusement, but a deep moving interest that will give meaning and purpose to life. Herbart makes the following analysis of interest:—

(A). Interests arising from knowledge, divided into—1. Empirical Interest—which is the first effect produced by the presentation of the new or strange. Properly managed this passes into—2. Speculative Interest. This is the endeavor of the mind to see the causal connection of things. 3. Aesthetic Interest—is a seeing and feeling of the beauty and fitness of things.

(B). Interests arising from association with others, divided into—1. Sympathetic Interest—that which is aroused by the joy or sorrow of others. 2. Social

Interest—which is sympathetic interest broadened by knowledge of the relations of society into feelings respecting the welfare of large numbers. 3. Religious Interest—which is interest aroused by ideas of the nature and destiny of the soul.

DISCIPLINE.

It is here in place to bring in Herbart's idea of *discipline*. He defines discipline as *government and training*. By government he means the immediate maintenance of outward order through enforced authority. Training, he says, is direct action on the youthful mind with a view to habit. At first, instead of a true will, there is only a wild impetuosity impelling the child hither and thither; that is to say, a lack of consistent training and adjustment of ideas. Since this impetuosity exists, it must be subdued, and this is the work of government.

Fundamental principles in the exercise of government, says Herbart, are authority and *love*. He is careful to show that a play on the feelings cannot result in training or formation of character, but that this is effected only by the addition of new ideas to the circle of thought.

The most important thought in this doctrine of training is, that training unites with instruction to form character. As will arises out of desire, there is present in consciousness, along with every action of the will, a mass of ideas concerning motives, duties, considerations, &c., all of which form a "picture" of the will-action. A succession of similar decisions or will-actions, calling up and re-integrating older ones, forms a body of principle or a rule of action. These general bodies of principle, which, through apperception, accept or reject new will-actions, form the *subjective* side of character. Over against this stands the *objective* part, or the single will-act, resulting from a manifold of desire, which is to be accepted or rejected by the subjective part. It is, then, the duty of training to care for the deed, through the determination of which the will is strengthened.

The characteristics of the will-furthering deed are (1) an aim of real, earnest significance, and (2) it must proceed from an earnest desire of the child. Training aims at fixedness and firmness of character. It may act as follows:—1. Limit and enliven action according to its own sense. 2. In reference to the objective side of character, it must support and determine. 3. In relation to the subjective side of character, it should be regulative and supporting.

Except to notice Herbart's treatment of *Attention*, we will leave the discussion of his materials, course and method of instruction until we come to his successors.

Herbart divides attention into *voluntary* and *involuntary*. Voluntary attention is brought about by the effort of the will. Involuntary attention is divided into *primitive* and *apperceiving*. In primitive attention, the idea rises solely through its own power. In apperceiving attention, it is assisted through its connection with ideas already present. Herbart also distinguishes between *mental absorption* and *reflection*. Absorption is the giving up of one's self to an object of thought. This passes over into reflection, which is the uniting of ideas in the focus of consciousness. He called the two activities the inspiration and the expiration of the soul.

SUMMARY OF PRINCIPLES.

1. The mind must possess an original power of reacting against the physical stimulus that comes to it through the senses, which results in ideas.

2. To have sensations and ideas is to have consciousness.

3. The elements of mental life, as they are presented to the senses, have different and varying values in consciousness, in proportion as they have soliciting power for the will.

4. Depending upon the worth the idea appears to have for the well-being of the self, the motive value of an idea is to be expressed in terms of feeling. This feeling arises from perceived knowledge relations.

5. Though the mind through its will activity creates ideas, it does so in obedience to stimuli coming from sources independent of itself. On this account, the content of mental life depends, in large degree, upon causes over which it has no control.

6. New ideas entering consciousness usually possess a sufficient motive value to raise them into the apperceiving centre of consciousness. They can obtain significance, however, only when they are consciously related to other ideas.

(The Application and Extension of Herbart's principles will be presented in a second paper).

Man is endogenous, and education is his unfolding; the aid we have from others is mechanical, compared with discoveries of nature in us. What is thus done is delightful in the doing, and the effect remains.—*Emerson*.

Examinations.

SUPERINTENDENT E. P. MANGUM, WILSON, N. C.

A well organized school is a big machine, and machinery implies friction. Among those who control our schools and school-systems there are many contradictory ideas in regard to various factors in school management. The "New Education" is founded upon the "Old Education."

While many changes are seen in the great educational machinery, there are certain necessary agencies without which all innovations would be useless. Examinations may be named as one of these agencies.

Theorists may air their visionary ideas, enthusiasts may stir the heart to uncalculated struggles, but the philosophic educator turns to a calm and critical study of every point that comes before him.

Many good things are declared evil because abused, and unwise management has given rise to prejudice and opposition. This is true of examinations. Let the abuses be corrected and oppositions and objections will disappear.

The dread and condemnation of examinations can be traced possibly to the "old time" final examinations. These final tests may be considered as one of the great educational blunders. The knowledge that his standing is to be based solely upon his ability to answer certain questions selected from a vast range of matter causes the pupil to look upon the examination as an instrument of torture.

He does not study to keep knowledge ready for use; he is not stimulated to master principles; but his energy is expended in the effort to memorize, whether he understands or not, sufficient to enable him to "pass the examination." He "crams" and does not digest and assimilate. Original thought and independent action are stifled, and, too often, discouragement is his only reward for a year's labor.

Yet, though it be a blunder to base a pupil's standing wholly upon examinations, it is a greater one to disregard them. All examinations should be a means and not an end. Let no time be fixed to be looked forward to as "examination time." Let the work be so conducted that the pupil may be ready at any moment to stand his examination. Let him feel and know that his daily work constitutes his record and makes up his standing; that examinations are as much for the teacher's guidance as for determining the pupil's standing; that no special opportunity is ever to be given him to prepare for exam-

ination; that he must keep the knowledge gained from day to day ever ready for instant use; develop thus the habit of self-reliance, use your examinations as you would a review, making the pupil personally responsible at any and all times for any work over which he has passed; let the examination, in other words, be considered as any other regular class duty, and it will lose its terror, be robbed of its demoralizing influences and results, and will accomplish that for which it is intended.

Civics.

MISS LAURA L. LESLIE, CONCORD PUBLIC SCHOOLS.

For a number of years increasing attention has been paid in our schools to the branch of study called Civics, or Civil Government. The aim has been to teach certain facts and principles relating to government in general, and to our own government in particular, in such a manner as to enlarge the intelligence of the pupils, and to inspire them with the spirit of civic duty and of patriotism.

Simple lessons in civics may be given in the pupil's first year in connection with history and geography. These lessons should be oral, and relate to matters connected with the daily life of the children, but formal instruction on the subject should begin about the eighth year.

By this time the boy, by reading the newspapers and listening, has gathered many political facts and ideas, that will be of great service to him. Taking the boy where he finds him, the teacher must seek to enlarge his range of facts, to clarify his ideas, and progressively lead him to comprehend the nature and functions of the government and of the state and his relations to them.

Before speaking of the method of teaching civics, it will be well to give a few reasons why we teach it at all. It is a science that demands observation and reflection, and the culture and discipline derived therefrom are very helpful to the pupil. But the great reason for teaching the subject is its practical uses; the pupil needs the information, the guidance, and the civic spirit it gives. The very existence of the public schools depends upon proper ideas of civic duty and of patriotism, and since the highest aim of civics is the instruction of youth in these ends, it is one of the most important branches taught in the public schools.

Formal instruction in civics should not begin—as

most text-books on the subject usually do—with modern government. A knowledge of ancient and mediæval governments is absolutely necessary to a thorough understanding of the governments of to-day. Each stage of their development illuminates the processes by which the earliest forms of government were modified and modern systems of government approached.

We have only to go to history to prove that government originated in kinship. Its origin is closely connected with that of the family, and whether the patriarchal family was the first form of the family or not, we know that it furnished the first adequate form of government. So we see that the first step in the study of civics is the study of the patriarchal government. The history of the Jews furnishes a fine illustration of this form of government, and introduces the old Bible characters with which the pupils are so familiar. Here the father is king and priest of the family, and his children and his children's children are subject to him. After a time, by natural increase, the family widened into a "house," which consisted of a number of families. This was also ruled by the chiefest kinsman. Houses soon widened into tribes without the loss of that kinship, which the early men considered absolutely necessary to the existence of a community. The pupils should see clearly when and why the headship of the race ceased to be natural and became political, when family government and race government became divorced. As tribes grew into nations, all distinctness of blood-relationship faded away, direct lines of descent became hopelessly obscured. A study of the Greek and Roman institutions will set forth these changes from the family to the nation very clearly.

The pupils are now prepared to take up modern governments and understand them.

No government presents greater difficulties than our own. We have national and state governments, county, town and city governments. With which shall we begin? Shall we begin with the nation and proceed analytically, or shall we begin with local affairs and proceed synthetically? With advanced pupils, it is very much better to begin with the great whole. The history of North America should be briefly reviewed. The course of history between 1607 and 1789 made our government federal. Before independence, it was the colonial government; since independence, it is the State and the Union.

The Articles of Confederation, the first written

bond of union, should be closely studied. The pupils should see wherein lay the weakness of the Articles, and how it was partly remedied by the great Constitutional Convention of 1789.

The study of a government may be brought under two great heads—its framework and what it may do. Under the first head, our state and national governments conform to the same model. They both have three branches—legislative, executive, and judicial. The mechanism of the two governments, alike in form but differing in object, do not present any great difficulties to the pupils. The main sources of difficulty come under the second head, the powers of the government; here we must draw the line separating national powers and functions from state powers and functions, and many hard questions arise. It is very important that every citizen should know wherein he is subject to each.

The national government is a government of laws, and teachers should be very careful to make these legislative powers clear to the minds of the pupils. The means of raising revenue should be dwelt upon, since taxes touch everybody sooner or later, and are of universal interest. A distinguished statesman once said that the person who could trace every dollar in the treasury to its source and destination, would be master of our whole system.

The judicial department is the most difficult branch of our government both to understand and to teach. It is a waste of time and effort to attempt to master technical terms that few but lawyers understand. The pupils should know the names and organization of the national courts, and of the courts of his own state; he should know what is the business of a court, and the jurisdiction of a court. Just how far the teacher should enter into these particulars, depends upon the age and fitness of the pupils.

The highest ends of the study will be defeated if the instruction consists of mere enumeration of facts. The study should look to love of country, and a disposition to insist upon the rights, and perform the duties that spring out of the citizen's relation to civil society and the state.

It would be a most wholesome arrangement in schools to establish actual working hours similar to the existing study hours, and it will surely come to this.—*Froebel.*

Shall North Carolina Have Public Libraries?

P. P. CLAXTON [IN STATE NORMAL MAGAZINE]

"There are no great libraries in the state, nor do the people yet read, nor have the publishing houses ever yet reckoned them as their patrons, except the publishers of school books."

"On their way home from school my children may stop at a magnificent public library and take from it any book they want, free of charge, or spend the day in the large reading rooms, investigating any subject they may be interested in. So may any man or woman or child in the whole city, free of charge. The library building was a gift of a wealthy citizen. The books are paid for by my taxes and the taxes of other men there. Every town in Massachusetts, but about a dozen small and remote towns, has such a free library—the direct growth of a public school system."

These two quotations from Mr. Page's speech at the commencement of the Normal and Industrial College, Greensboro, May 1897, present in strong contrast two pictures—he one of our own state, the other of Massachusetts. The cause of this marked difference is also indicated. The public libraries of Massachusetts, of all New England, and the North and Northwest, are "the direct outgrowth of the public school system." The public library is the supplement of the public school, and both are maintained in any community, or should be on the same general principles—that general education is necessary to the highest welfare of any people, and that it is cheaper and better in the long run to educate a community than to support prisons, almshouses and reformatories, or to live an ignorant man among an ignorant people.

Just as the states to the north of us have gone ahead of us in adopting and developing a public school system, so they are at least a generation in advance of us in the building of libraries. There are to-day more books in the libraries of Massachusetts, with its 2,500,000 people, than in all the states south of the Potomac and the Ohio, with their 16,000,000—and this, counting the "round number" estimates of all our schools and colleges.

As yet North Carolina has no public library except the state library at Raleigh and the one recently opened at Durham. The small libraries of Asheville, Waynesville, Winston, Charlotte, Wilmington and other towns are all supported by private subscription, and none of them are open free to the public. But a score of our towns have good common schools, and for ten or fifteen years the masses of the children have been taught to read and have been given at least the elements of an education. In these towns there is now a demand for the public library—the library filled with books suitable to all, but especially to these young peo-

ple, and free to all alike. Such libraries, when once we have them, will be valuable helps to our teachers, to the children still in schools and to those who have been so fortunate as to have remained in school until the course was finished, but most valuable of all will they be to the many who have quit school at the end of the third, fourth, fifth, or sixth school year. These have gained the power to read, but have not learned what to read, nor have they safeguards in their homes. By chance, printed matter enough may come into their hands, but of real books few or none. The public library in charge of some one knowing the needs of these children is their only hope.

And how shall we get these libraries? Shall we wait for gifts and endowments? A century of such waiting has brought forth no result. There is only one way—the way of the public school and of all public improvements, the way of taxation. They are for the good of all; they must be paid for by all.

At its last session the legislature of North Carolina passed the Scales bill enabling the council of any town of one thousand or more inhabitants to set apart annually a sum not exceeding two per cent. of all the revenues of the town or equal to the sum total of the fines of the police court, for the support of a public library. In some of our towns this law, when put into effect, will give more than \$1,000 a year to their libraries; and in many it will give more than \$500. This amount alone will not create a library at once, but it will pay all running expenses, and make a substantial annual addition to the supply of books when the library has once been established.

In all our towns let those interested in this matter join themselves together and, by private subscription or otherwise, raise a sufficient amount to erect a library building or rent suitable rooms and purchase the first supply of books—from one thousand to five, according to the size of the town. If there is a subscription library already in existence, let this be used as a nucleus. Then let them go before their town council and show this council that it will be good economy to put the law in operation at once.

In this way many of our towns may yet have good public libraries before the close of the century. Let us not enter upon the twentieth century a state without libraries. We will only add the hope that some towns may find in them large-hearted men or women of wealth who will build and endow libraries for them—with the liberality that the cause, the spirit of the times, and our needs demand.

The Value of a Knowledge of Old English Grammar in Teaching Modern English Grammar.

MISS ADA V. WOMBLE, RALEIGH PUBLIC SCHOOLS.

Shall English grammar be taught at all in our elementary schools? Richard Grant White ridicules the teaching of grammar in any school; he calls our language the grammarless tongue. A master of English in one of our state colleges strongly advises that the subject be left to the college.

For my part, when my class is composed of pupils who have the analytical faculty fairly developed, I think that they should be taught the great basic principles of the construction of our language. When, however, as sometimes happens, this faculty seems almost lacking, I feel as if I am wasting the pupils' time and my own; that the work they are attempting is in no way related to their lives; that the time would better be spent enjoying some book of travel or out under the blue sky, filling their lungs with the pure breath of spring.

If, then, grammar is taught in elementary schools, it should, undoubtedly, be placed late in the course, in the sixth, or even better, in the seventh year, when the child is at least twelve or thirteen years old.

Before beginning the study, it is best that the pupil should have an experimental acquaintance with the parts of speech; this knowledge is gained by defining the words of the reading lesson.

In a recent magazine article, "Modern Education," Grant Allen emphatically declared that a "knowledge of Anglo-Saxon is immeasurably more important than a knowledge of Latin for the comprehension of English, and we see every day the most erroneous conceptions about our own language set forth through pure ignorance of the groundwork of its most fundamental portions." My own experience has proved to me the truth of these words.

Take the subject of inflections. I used to show my pupils the Latin cases and then the one English case form left us. They were very glad that they had not been born little Latins and had thus escaped the trouble of being careful about their case endings.

Now I think it more valuable to show them that the language their rude forefathers in England spoke had cases as well as the Latin. They observe that these endings have been lost, except the possessive *s*, and they are interested to learn that this *s* is not a relic of the old expression, "John, his book," but simply a survival of the commonest Old English genitive ending.

In discussing number, pupils frequently learn many irregular plurals of Latin derivation—genera, phenomena, etc. Why not teach them about the Old English vowel and consonant plurals? If this is done, they begin to realize fully that language is a living, growing organism, subject to change as everything else. They are really interested to know that of the five plural endings of King Alfred's day, *as*, *a*, *e*, *u* and *an*, the *as* plurals took the lead, and many of the other plurals went over to that class.

This *as* ending is seen in many of our plurals today, the *a*, changed to *e*, being preserved in many and lost in others. The word *oxen* commands great respect as the sole pure survival of a large class of *an* plurals, this word having resisted the levelling influences that others have succumbed to, and having come down to us with only a vowel changed.

When the subject of gender is taught, the pupils readily see by comparison that this inflection, as it exists in other languages, is almost wholly lacking in ours. The idea of growth is emphasized again, when they find that the little folks of long ago had to learn to prefix their *se*, *sco*, *thaet*, just as their Teutonic relatives, the Germans, today prefix their *der*, *die*, *das*.

I have seen a class of the kind that I felt inclined to send out of doors to enjoy nature, become very much interested in regular and irregular verbs. Nothing could be more uninteresting than the learning of a page of such verbs dry so. These pupils learned that the Teutonic languages have these two conjugations; that many grammarians call them the weak and strong conjugations, and the probable reason for so naming them. They learned also that just as the nouns, in many cases, gradually joined the *as* plurals, so many of the verbs of the strong conjugation have gone over to the weak conjugation, or they have the forms of both. They found, that many times, a word used by an elderly person which they, with the assurance of the American child of today, thought entirely wrong, is merely a form that was at one time the only correct one, and may sometimes be found in the Bible. For example: *Clomb*, *holp*, *holpen*, *crew*, *foughten*, etc.

The frequent use of the present form of the verb to denote future tense in such expressions as, "I leave to-morrow for New York," can only be explained by a knowledge of Old English tense forms.

I might go further and show how the vexatious subject of infinitive phrases, gerunds, etc., may be

made less formidable by a knowledge of the history of these forms, but I trust I have said enough to make clear how a knowledge of Old English, though it be but elementary, makes the teaching of English grammar, more rational, more interesting and more vital.

Pure Geography.

SUPERINTENDENT E. B. LEWIS, CONCORD, N. C.

Pure geography can be defined as that study which teaches of the present appearance of the earth's surface or of any part of it, without regard to how it came to be so, as something definite and apart from the conglomerate of the meteorology, geology, seismology, vulcanology, zoology, entomology, botany and the other ologies which are too often pulled in by the hair to make fertile the deserts created by the teacher in the attempt to teach geography. Geography is fast becoming the "Flanders" of the school curriculum. Dr. Holmes said Flanders was the bowling ground where kings rolled cannon balls at each other's armies. We are to-day teaching language *as* language after a most distressing pilgrimage from one "method" to another "method." But we are still boxing the compass of geography.

There are many good things a child can get, from a study of local topography, products and resources, but a knowledge of geography is not included in them. A psychological definition of geography is: An individual concept of the earth's surface, acquired through observation and imagination. I do not believe that a child can get even the beginning of an idea of geological changes by shaking together in a bottle a pinch of sand and a handful of pebbles. I do not believe that any conception of the commercial interdependence of nations is gained by the child because he knows that Raleigh buys eggs and sells snuff. A child might know the way to every farm in Wake county without having any concept on which to base an idea of Manila's location. In short, I believe the local geography idea is working overtime, and ought to take a rest. I believe that a knowledge of geography must be gained through the imagination principally, almost wholly, unless the pupil can visit each region to be studied. I would rather trust to the results obtained through a well directed imagination than to those obtained from microscopic view points, and exaggerated by undue influence

of local characteristics. No child's mind is capable of retaining a concept of any importance in pure geography, if it is loaded to the muzzle with worthless facts about earth-worms, "chisel-edged" sand, mud, township maps and the average rainfall of the day before yesterday. I believe a child should know about those things, but please don't call it geography. Call it "Environment Study," "Dirt Study," or give it that name that covers a multitude of pedagogic sins, "*Nature Study*;" any name would dignify it as now practised. So many pedagogical cranks have hitched their wagons to the great star of Nature that the poor old simple Soul of the Universe fairly groans under the load. Pure geography, the finished product of the laws of nature, "the thoughts of God," is too great a science to be complex. It is simplicity itself.

How May a Small Town Maintain a Graded School?

SUPERINTENDENT L. B. EDWARDS, CLINTON, N. C.

The JOURNAL's question has but one answer, "Vote the tax." It is certain that the means of supporting a graded school in a small town differs in no respect from the means of maintaining one in the city. The money is the first necessity and a special school tax is the only satisfactory or permanent method of raising it. Local conditions, however, make a material difference in the rates of taxation. Small towns desiring to establish graded schools must decide in the beginning to vote a heavy tax, but a study of their school conditions will furnish them with ample reasons for voting it. If they would think less of the tax and more of what they would gain financially, leaving out of consideration the educational side of the question, more of them would hesitate no longer to substitute the public school for their private school system. A brief study of the Clinton schools will illustrate clearly the whole question.

Clinton is a town of twelve hundred inhabitants, with a total school population, at last census, of two hundred and ninety-three. The schools have enrolled this year three hundred and eleven pupils. Our course of work covers nine years of school life and prepares children reasonably well for college. In the white school the children are grouped in three rooms, giving three grades to each teacher. In the colored school we have but five grades, one teacher doing the work the greater part of the year.

It is evident that we do not have sufficient teaching force for this large enrollment, but the classification is so much better than is usual in private schools that we feel warranted in saying that our work is more effective.

For the support of the schools the town is assessed fifty cents on the hundred dollars of property, raising from this source, in round numbers, \$1,175. This sum with \$290 apportioned from the county school fund, and with the tuition of pay pupils is the entire source of revenue. From these figures we infer that a small town is sure to enroll a larger per cent of its school population than the city, and in making its estimates for providing funds to support a school this fact should be considered. This and the low valuation of property account entirely for the high rate of taxation necessary. The enrollment in the Clinton schools of more pupils than there are children of school age in the town may seem marvelous, but under a public school system it would be little less in any other town of the same size. No small town need calculate on an enrollment of less than 90 per cent of its school population.

There is another inference from the above figures more calculated to appeal directly to the voter. However high the rate of taxation may seem, under the public school system the cost of tuition per month for each child is insignificant. In the case of the Clinton schools, if we make the average daily attendance the basis of the calculation, the monthly tuition per child does not exceed sixty cents. If I did not have the figures before me, I could scarcely believe it possible for a town to provide a school for all its children at a cost so trifling; not a primary school only, but one that takes the children through the high school course, in which tuition is generally so costly. Let it be remembered that Clinton is no exception; similar conditions exist in all rural towns; as large a per cent. of the children want to go to school; the cost of educating them will be no greater.

The economy of the public school system may be illustrated in a different and, perhaps, more forcible way. In general, small towns have no business enterprises that employ child labor to any great extent. Many children that would enter the factory or some other business, if they lived in the city, must be left idle in the streets or kept in school. Parents fearing the habit of idleness and the train of evils that follow in its path, make heroic sacrifices to keep their children in school. As a

result the small town has a much larger per cent. of its children in the high school than the city has. Under the private system this high school tuition becomes an enormous tax on the town, greater than any one realizes, because each man pays his own tuition as a private debt and none stop to calculate the total cost. The Clinton schools illustrate forcibly the excessive waste which the small town may endure under the private tuition system. Our town has a total white school population of two hundred and seventeen and the high school department of the graded school has enrolled during the present year sixty-nine pupils, nearly 33½ percent. of the entire white school population. I dare say no city in the state has made or ever will make such an enrollment in the high school; but there are many small towns that might do so. If we estimate the tuition of these pupils at \$2.50 per month—and this is not more than the usual high school rate—and base the calculation on the average daily attendance, the total tuition for the year would amount to about \$200 more than the total special tax levied for the support of white and colored schools. This one consideration, it seems to me, is enough to induce every small town to abolish the private system and substitute the graded school.

Some Nature Work Done in the Second Grade.

MISS EMMA BLAIR, HIGH POINT GRADED SCHOOLS.

It has been said that young minds do not reach out after text books, but after natural objects. Truly the saying has been verified in our nature work this year, for there has been a continuous reaching out after objects since our first lesson, which was not the one we had planned, for a more interesting subject presented itself to me that morning. It was only a small branch, neatly clipped from an elm tree, found lying in my path. But being acquainted with the creature that did the clipping, I felt that we might have a lesson that would awaken great interest. When the nature period came the branch was examined by the pupils, few failing to admire the carefully cut end. All were now anxious to know what it was that did the mischief. Our period seemed short, but interest was aroused and we were determined to find out more. On the next day persimmon, hickory and pear branches were brought by little searchers, and this time the stems were looked over, and small punctures found below

each branchlet. Interest was intense when one little girl saw something white and glossy in the punctures. Immediately knives, pins and finger nails were busy, taking off bark. It was then decided that these little flat white objects, placed under the bark, were eggs of the sly wood cutter. The anxiety to see the creature was so great that it caused two boys to be tardy. One of these succeeded in getting a fresh branch, on which was a dark colored beetle, with two long feelers. The beetle was shown to the pupils, and a drawing of it put on the black-board. Its parts were observed and their names written on the board—head, thorax, abdomen, six legs, two pairs of wings, feelers and cutting tools. We had now become somewhat acquainted with this girdler beetle; but why she should cut off branches still puzzled the children. So they were led to solve the mystery by being told to watch the eggs in some of the old branches. The request was not forgotten, for fully two months later a dead branch was brought, containing many busy little grubs, which we knew must be the girdler beetle's young children, and, from appearances, we were ready to decide that dead wood made wholesome food for them.

One day a living cicada emerged from a little boy's pocket and gave us a happy lesson. It was sleepy enough to be handled with little fear, so that its parts could be viewed and compared with those of our beetle. Its papery drums for making music, its beak turned down on its throat, its gauzy wings and some of its habits formed a striking contrast. The cicada, like our beetle, punctures the bark of trees for her eggs, but her eggs are usually hatched in the tree and the young must creep or tumble to the earth, where they bury themselves and feed on roots for a number of years. After all these years of preparation, the pupa creeps out and fastens itself to a tree or fence, the back splits open, and out flies the cicada for a few days of life and music.

Some alder branches covered with wooly plant lice were found, and here we had another interesting subject. The children were asked to look for these along the brooks and creeks, and see if any other insects could be found with the lice. Some reported many ants along the stem and among the plant lice. When the stem was broken the ants usually dropped off, but finally we succeeded in getting some to remain. They were watched with much interest, as they passed from one plant louse to another, touching each with their slender feelers. At each touch a drop of clear liquid oozed

from them. The ants imbibed this liquid with apparent satisfaction.

Later in the autumn many cocoons were brought to school and hung in a wooden box prepared for them.

A large green caterpillar was brought in a box one morning and began its cocoon, which seemed to be entirely finished on the next morning. This was watched with great interest until two weeks before our school closed, when it came out a beautiful large bronze moth with a transparent dot on each wing. There was much rejoicing over this event, for the cocoon had been patiently watched from November until April.

Seeds were studied, leaves drawn and the drawings sometimes painted with colored pencils.

Early in February hepaticas were planted in our room. They bloomed early in March, and were much admired by the pupils. We then began to learn the wild flowers as they bloomed; their names were written on the board and were used as copies for the writing tablets. Some specimens were pressed and mounted for the room.

The germination of the bean, corn and pumpkin was studied with much interest. These were planted in window boxes and watched each day, from the hard dry seed to the plant with root, stem and leaves. A drawing was made, on small tablets, of each stage, the different stages compared and a description of the changes written under the drawing. After the plant had grown, a drawing was made of it, each part was named, and the uses of each part were learned. This information was then written down.

Quotations and songs learned in connection with this work added to its interest.

Were a star quenched on high,
For ages would its light,
Still travelling downward from the sky,
Shine on our mortal sight.

So when a great man dies,
For years beyond our ken,
The light he leaves behind him lies
Upon the lives of men. —*Longfellow.*

The essential difference between a good and a bad education is this—that one draws on the child to learn by making it sweet to him; the latter drives the child to learn by making it sour to him if he does not.

School Entertainments.

MRS. FRANCES FEATHERSTONE, PRINCIPAL BAILEY STREET SCHOOL, ASHEVILLE, N. C.

The school entertainment is given with a three-fold object: to give variety and zest to school life, to cultivate the minds and stimulate the energies of the pupils, and to keep the school in touch with the current of public life.

The blight of school life is monotony, and the teacher should always be on the lookout for devices to give it interest and variety. A well-managed entertainment will serve this purpose in a high degree, breaking up the routine of things, arousing many of the faculties of the students that would otherwise lie dormant and undeveloped, and affording the whole school a most agreeable and elevating recreation. It will also foster a valuable spirit of interest and pride in the school.

Again, there is in an entertainment of the right sort a very valuable means of intellectual and artistic culture. Many a child has received its first conception of real music from taking part in a well-drilled chorus, feeling the swing and the thrill and the harmony of a noble art as its voice blends with the others, or even as it listens to the execution of such music by its comrades. The harmonies of marches and drills, the beauty of blended colors and graceful motions, the disciplined precision of motion and expression,—all this wakens the soul of a child and opens the fountains of noble thought and feeling.

Finally the entertainment advertises the school, wakens and holds the interest of the public, and keeps the school in touch with public life and feeling. This is a most important matter. It is not enough that our grand public school system should be a part of the great government mechanism of our nation. It must keep up a close and vital connection with the thoughts of the people, and be in their minds continually; and to this end it should be in their eyes and ears.

Along with these three main objects, the school entertainment serves many lesser but important ends. It may be used for raising funds for certain purposes connected with the efficiency and comfort of the school, which are too small to be at present held in view or provided for by the large, dignified government, but which are not the less desirable to the interested teacher.

I have not space to go into detail as to the methods and matter of the school entertainment, but a word or two may be of interest.

I. A school entertainment is worse than useless if it be not good. A poor entertainment is nothing more nor less than a demoralizing nuisance. If the teacher be lacking in patience, personal magnetism, and a certain artistic genius necessary to conduct to a successful issue such an exercise, it had better be let alone. It takes work, and hard work, and a patient attention to a thousand small details, exhaustless energy, and resource of skill to do this work in a way to bring good results.

II. The elements of the entertainment should be carefully selected, and the drill of the performers most painstaking and thorough. No labor must be shirked, no detail neglected. There must be an *ease* of performance assured that can come only from constant, intelligent and careful practice. Everybody must feel confident, sure of effect, when the hour strikes. This will give life to the whole and make it—what it ought to be—an artistic performance.

As to the matter of the entertainment, it should be bright, varied, novel and artistic. No long dreary episodes, no overstrained effects of pathos. Tableaux, choruses, marches, drills and picture pieces should form the staple. Let there be much music, and let it be *good* music, not the weak-minded, drivelling, milk-and-water stuff with which the school entertainments of the past have been so universally afflicted. It ought to be beautiful, melodious, high-class, *musical* music. If you have really talented elocutionists or actors among your pupils, or individual musicians, either vocal or instrumental, of real merit, give them a chance, but no parts should be assigned merely for policy or from fancied necessity. Avoid anything like vulgarism or horse-play. The humorous elements should be free, bright, gay, laughter-moving, but neither rude, low nor common. Avoid expense to the pupil, but do not, by any overstrained economy, sacrifice the effect that may be attained by a little good costuming and decoration.

Wonderful things can be done with cheese-cloth, tissue and gilt paper.

Enlist the hearty and enthusiastic co-operation of the whole school.

It is fear that makes a liar, even as harshness and injustice create deceit and underhandedness. Love a child and trust it, and if it does wrong punish it neither cruelly nor unfairly, and it will never tell falsehoods.—*Miss Mulock.*

How Shall We Secure Vocal Music in Our Schools?

PROF. CLARENCE RICHARD BROWN, NORMAL AND INDUSTRIAL COLLEGE, GREENSBORO, N. C.

The educational value of vocal music taught in our public schools is no longer questioned. One and all concede that, aside from the actual pleasure to be derived from a knowledge of vocal music and its refining and elevating influence, there is an amount of mental discipline, the beneficial results of which are beyond calculation. With all this gained, we are, except in the great cities of our country, practically as far as ever from having it incorporated as a branch of our public school work. Here and there some superintendent of schools in our smaller cities will, by force of his personal influence over the school board, secure the election of a special teacher of vocal music, who, for a time, will do good work in training both teachers and pupils in the schools. Then comes financial stringency for a year or so, and the first reduction is made by lopping off the teachers of the "ornamental branches"—vocal music and drawing.

If the problem of music in our schools is to be solved in our smaller cities and towns within the next quarter of a century, it must be solved by the teachers themselves. I hear a murmur of protest by the over-worked teacher and a chorus of voices saying, "I can't sing"—"I can't even 'turn a tune.'" That *may* be so, but I take advantage of my ten years of experience as a singing teacher to say I very much doubt it. The percentage of *great* singers is small, but the percentage of people who cannot be taught to sing is equally small, and you are probably not of the number. The fact that you have never sung, and perhaps may have no *special* gift in that direction, is no proof that you cannot learn, and even though you may be among those who find it difficult to learn, still the probability is that, with a reasonable amount of effort, you will succeed as well with singing as you did with the Latin or mathematics or other branches which did not come easily to you in your school days.

But you say, "How shall I begin?" Find some one—and there are always two or three in nearly every community—who can teach you to read simple music by the "movable do" method, and go to work immediately—not on yourself alone, but on your school as well, making an effort to teach your pupils what you yourself are learning, and you will find that your own grasp of the subject will be much quicker and firmer for the effort of impart-

ing it to others. Do not be in a hurry. Be content to take a few of the simple and necessary parts, and such simple music as will serve to illustrate and give practice in the application of these facts and go over them many times, presenting the same subjects in as many new and interesting forms as your versatility and ability as a teacher of other branches may suggest. Do not be easily discouraged; keep at it and you will eventually succeed. Attend some summer school where you can get a month or so of actual, practical work under a good teacher. You do not need much talk about the aesthetics of music or fine-spun theories on the psychological side of the question. Learn to read music and to sing, and teach your pupils what you are learning. This is the surest way to put music in the schools.

Now a word to those who really cannot learn to sing—about two per cent. of the people in the world. If you cannot sing it is a defect of your ear. Your sense of pitch is either very imperfect or wholly unawakened—you are a monotone. Do not say you have no voice. The speaking and singing voice are one, and, if you have so disagreeable a quality of voice that you cannot sing simple songs, you had better take some sort of training for your speaking voice, in the interest of your friends and pupils. If the fault is with your ear, even that can be overcome, but the amount of work necessary is very great. Still I know of a primary teacher in one of the city schools of this state, who, because of defective sense of pitch cannot sing at all, who, nevertheless, learned the rudiments of music, and, taking some musical pupil in her grade to lead, successfully teaches her little pupils how to read simple music at sight.

When Should Our Colored Schools Be Taught?

SUPT. J. I. FOUST, GOLDSBORO PUBLIC SCHOOLS.

For various reasons it is almost impossible for our colored schools to secure satisfactory results in punctuality and regularity in attendance.

The colored boys and girls must aid in bread-winning about as soon as they are old enough for the duties of school. And in our towns they must accept work when it is offered to them, for there are only certain seasons of the year when they are able to secure profitable employment. If we could adopt some plan by which to keep our colored schools open when this work is not offered them we might

partially, at least, remedy the difficulty that confronts us in our efforts to reach all the children.

The past year our board of trustees endeavored to meet this problem, and I believe the results will justify the change made in the time of opening and closing our colored school. In attempting to decide the time during which our colored schools should be taught, we must first decide the time or times during which the colored children may hope to secure profitable employment. This will differ in different sections of our State. At Goldsboro, there are two seasons of the year when every child may obtain manual labor with an excellent return for his work. These are during the season of cotton picking and truck gathering—the one in the fall and the other in the spring.

At these times our colored school has always been so reduced in numbers that it seemed almost a waste of money to continue its sessions. This condition was so evident that, at the beginning of the past session, our Board of Trustees decided to avoid one of these seasons, and the worst one, by opening the school earlier so that it might close before the time in the following spring for gathering the truck crop for shipment.

In proof of the wisdom of the change, I give the total enrollment and per cent. of attendance for one year before and one year after the change was made. It is as follows:

Session of 1896-'97—Total enrollment, 566; per cent. of attendance, 81.

Session of 1897-'98—Total enrollment, 716; per cent. of attendance, 85.

We opened the session of 1896-'7 at the usual time, closing about the first of June. That of 1897-'8 was commenced two months earlier, closing April the first instead of June, as in the former case. From April to June is the busiest season of the year in Eastern North Carolina. Under our present plan we avoid *attempting* to teach during those months.

I believe this matter is worthy of some thought from the officials of our city schools.

Defective Eyes and the School.

GAILLARD S. TENNENT, M. D., ASHEVILLE, N. C.

The increase of defective vision in the young is a fact which literally stares us in the face at every turn, in these days, and one which may assume a menacing importance in the next generation or two, unless something be done to counteract it. The building and equipment of schoolhouses along hygienic

lines, the regulation of study hours, recesses, etc., are half the battle, but much more remains to be done.

The relationship between vision, normal or abnormal, and the school is close, and may be thoroughly understood by studying the effects of the one upon the other according to these two propositions: (1), Successful learning in our schools and colleges, as well as the use that is to be made of the acquired knowledge in after years, depends primarily upon the integrity of the student's eyes; (2), The school is a great developer of certain forms of eye disease.

It is necessary to describe briefly the three principal visual defects and some of their causes, effects and remote results. Dispensing with the usual diagrams and illustrations, let it suffice to define them thus: Myopia is the condition known as "near sight;" Hypermetropia is the opposite of this condition, and is often incorrectly called, "far sight;" Astigmatism is a more complicated trouble, difficult of popular definition and description. It is not, however, as is generally supposed, the condition in which one eye differs from the other. Myopia is a disease which, not being itself hereditary, often arises from a weakness inherited from near-sighted parents, still oftener from improper use of the eyes in childhood, irrespective of inheritance. It always begins between the eighth and twentieth years, is characterized by a tendency to progress, and often renders the eyes useless or nearly so in the end. In common with the other two troubles, it produces eye strain. Besides this, it renders all vision indistinct except at a distance of a few inches. Hypermetropia is an hereditary condition or defect, not a disease. It shows no tendency to progress until late in life, and its importance is measured by the amount of eye strain it produces and the early age at which it causes the eyes to grow old. In the young it may exist in comparatively high degree without interfering with acuity of vision. Astigmatism complicates and partakes of the natures of the other two. It may be inherited or developed, and always causes more eye strain than simple hypermetropia or myopia. According to Risley of Philadelphia, who is the best authority on the subject, astigmatism is always present in the beginning of myopia.

The importance of these last two defects is due to the intimate relation existing between the eye and its functions on the one hand and the brain and whole nervous system on the other. Therefore, it is not surprising that the pupil who suffers from the pain, sore eyes and lids, fatigue, headache and general indisposition which they cause, cannot successfully devote his energies to study, that he goes through school with the reputation of being indolent and stupid, and is finally launched forth into the sea of life handicapped by some obscure nervous infirmity which has become a part of his disposition. The myope not only has to fight against these difficulties, but goes through school seeing very little that transpires beyond his nose, and enters life, of which he has very narrow views, in a condition even worse than that of the hyperope, in as much as he looks forward to probable blindness. The existence of defective eyes thus renders the school more or less of a failure as far as afflicted ones are concerned and affects their future lives in a serious manner.

Although myopia is the only disease actually caused by study, still the unfavorable conditions which surround it, often

bring to light or into prominence some insignificant defect that otherwise would never have been known. It is easily proved that myopia is a direct result of civilization and exists in uniform proportion to the scholarship of a people. Fox found 2 per cent. among Indian children Callan found $2\frac{1}{2}$ per cent. among 450 illiterate children. The examination of 200,000 scholars, in this and other counties, shows from 5 to 10 per cent. in primary schools and from 10 to 25 per cent. in higher schools and colleges. In some German schools there are as high as 50 per cent. In Copenhagen, which can be taken as a fairly representative city in point of education and habits of its citizens, the proportion of myopes has been estimated at 8 per cent. Thus we see that the savages and the descendants of an illiterate race start life with 2 and $2\frac{1}{2}$ per cent of myopia; the highly civilized, with 5 per cent; the average citizen has 8 per cent; while the unfortunate college graduate has from 25 to 50 per cent., or from three to six times as much as the average civilized man.

The causes of this degeneration are to be found somewhere in school life, therefore the remedies for its prevention and cure should come from the school. General hygienic measures are good enough so far as they go, but diseases, especially those affecting the nervous system, cannot be eradicated by general measures. The next step should be individual treatment by competent physicians, the prescription of glasses when necessary, and the regulation of study and work according to the visual capacity of each affected pupil.

It is strange that the value and importance of this procedure should be overlooked, still there are comparatively few children, even among the most intelligent people, whose eyes receive the proper attention. Among the many causes of this general negligence may be noted: (1.) The careful examination that is necessary to reveal the presence of defects in their incipency; (2.) The ignorance of the importance of slight defects and their results; (3.) The unwillingness of parents and children to consult any one in regard to their eyes on account of carelessness, prejudice, lack of means or fear of being made to wear glasses; (4.) The tendency, if moved to do something, to go to an examining optician, who is no more qualified to diagnose and treat eye troubles by the fitting of glasses than is the druggist to do the same for general diseases.

It will be noticed that the element of ignorance enters into each of the causes given above. If this be eliminated, nothing more can be done; for the intelligent parent who realizes the importance of strict attention to the eyes of the child and who fails to act upon it when the means are provided, is guilty of negligence of a kind for which no cure has yet been devised. Ignorant parents can only be reached through the children; therefore, it is upon the school that the first burden of responsibility rests. The school should provide the means, or, at least, show the way whereby the victim of eye-strain may perform his work in comfort, and not be thrown upon the world with less knowledge and weaker nerves than his more fortunate brother, and whereby the advance of myopia may be checked.

The plan which is proposed is adapted not only to public schools, but with certain modifications, can be used in private schools of any size. It aims at the amelioration of the

evil by enlightening both teacher and parent and casting the responsibility on the shoulders of the parent, and it recommends itself by virtue of its simplicity, its inexpensiveness, its thoroughness and the beneficial results which have followed its use. It provides for a simple examination of all pupils upon entrance by teachers who have been instructed in the necessary details, and a warning and a strong appeal to parents to have the eyes cared for, in cases where trouble is found. This plan, with slight modifications, is now in use in the public schools of Baltimore, Minneapolis and several other cities, and, after only a year or two of trial, has given some excellent results. The following is an outline of the plan used in the Minneapolis schools:

An oculist is appointed by the board of education, whose duty it is to instruct the principals in the elementary facts in ocular anatomy, physiology and hygiene, and in the detection of defective eyes by the examination with test types, etc. The principals conduct the examinations, keeping accurate records of all in which a defect is found, and sending a tabulated report of each case to the superintending oculist, on blanks supplied for the purpose. On these blanks are printed a synopsis of the instructions to be followed in conducting the examination and of the questions to be asked.

About the first of May the reports are completed by re-examining all of the children who have been advised to consult oculists, tabulating the results. These completed reports are sent to the superintending oculist who refers them, with his comments to the board. The following card of warning is sent to parents: "Dear Sir:—Your child's eyes have been examined by me this day. I believe it advisable to consult a physician of recognized standing. Some eye doctor is recommended, and if you feel unable to consult one at his office, a dispensary will do the work free of charge." The object in using the words "eye doctor," is to avoid confusion, many people using the words "oculist" and "optician" synonymously.

In the first year's trial in these schools, 23,049 children were examined, with the result of finding 31 per cent of defectives, exclusive of those previously wearing glasses. Dr. Frank Allport, the originator of the plan, writing in the *Educational Review* for September 1st, 1897, says: "The annual reports recently studied, together with subsequent conferences with principals, show unmistakably that in the neighborhood of two thousand children have been signally benefited by the results of the preliminary tests. Many near-sighted children unable to see blackboards, charts, etc., and debarred from comprehensively observing the world and learning its lessons, have, by the aid of properly adjusted glasses, been placed upon an equality with their comrades. Many children unable to study without pain and fatigue, consequent upon hypermetropia or astigmatism, have by a similar remedy been relieved of their infirmity and enabled to assume high rank as scholars."

A complete draft of a similar plan can easily be made, to comply with the needs of any school, public or private. It is practicable wherever there are intelligent teachers, and its main recommendation is its inexpensiveness. The whole cost of adopting it in the public schools of a place as large as Asheville, need not exceed ten dollars, which would cover the cost of test types, blanks, etc.

In conclusion, the author would enter a plea for the bestowing of more attention upon the eye and its abuses in the schools and upon the adoption of some form of eye examination wherever practicable.

NEW BOOKS.

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This Company announces for June, GILDERSLEEVE-LODGE'S SHORTER LATIN GRAMMAR AND NEW FIRST LATIN BOOK.

New editions of Hansell's School History of the United States and Evans History of Georgia are also announced for early issue. Jones' History of the United States will soon be ready.

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announce Dr. Arthur Fairbank's new book, "THE FIRST PHILOSOPHERS OF GREECE," an edition and translation of the Remaining Fragment of the Pre Socratic Philosophers. 300 pages. \$2.00.

D. C. Heath & Co., Boston,

have in press a book of "OBSERVATION BLANKS FOR BEGINNERS IN MINERALOGY," by H. E. Austin, of the Maryland State Normal School. This manual will give detailed directions for the study of common minerals, simple tests and directions for making needed apparatus.

The same company will soon issue an edition of Bull's "FRIDTJOF NANSSEN," translated from the Norwegian by M. R. Barnard and Dr. P. Groth. This is a narrative of Nansen's early life and his adventures in the Arctic regions, and is intended for supplementary reading in upper grammar grades.

To the question how to become familiar with good use, the first answer is, read the best literature. Language, like manners, is learned for the most part by imitation; and a person who is familiar with the language of reputable writers and speakers will use good English without conscious effort, just as a child brought up among refined people generally has good manners without knowing it. Good reading is indispensable to good speaking or writing. Without this, rules and dictionaries are of no avail. In reading the biographies of eminent writers it is interesting to note how many of them were great readers when they were young; and teachers can testify that the best writers among their pupils are those who have read good literature, or who have been accustomed to hear good English at home. The student of expression should begin at once to make the acquaintance of good literature — Huber Gray Buchler, in *Practical Exercises in English*.

MAY, THE MAIDEN.

Sidney Lanier.

Joseph Barnby.

(Air: Sweet and Low.)

Andante. *cres.* *dim.*

1. May, the maid - en, Vio - let la - den, Out of the vio - let sea,
2. Day the state - ly, Sunk - en late - ly In - to the vio - let sea,
3. Night the ho - ly, Sail - ing slow - ly O - ver the vio - let sea,

cres. *dim.*

Comes and hov - ers O - ver lov - ers, O - ver thee and me;
Back - ward hov - ers O - ver lov - ers, O - ver me and thee;
Stars un - cov - ers O - ver lov - ers, Stars for me and thee;

p *pp*

O - ver thee, Ma - rie, and me, Out of the vio - let sea, Ma - rie,
O - ver thee, Ma - rie, and me, Out of the vio - let sea, Ma - rie,
Stars for thee, Ma - rie, and me, O - ver the vio - let sea, Ma - rie,

mf *dim.* *p* *dim.* *rit.*

Comes and hovers O - ver lovers. Hovers o - ver thee and me, Ma - rie.
Backward hovers O - ver lovers. Hovers o - ver thee and me, Ma - rie.
Stars un - covers O - ver lovers. Stars for lovers, thee and me, Ma - rie.

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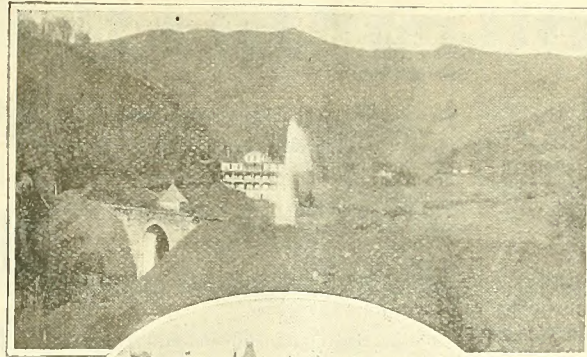
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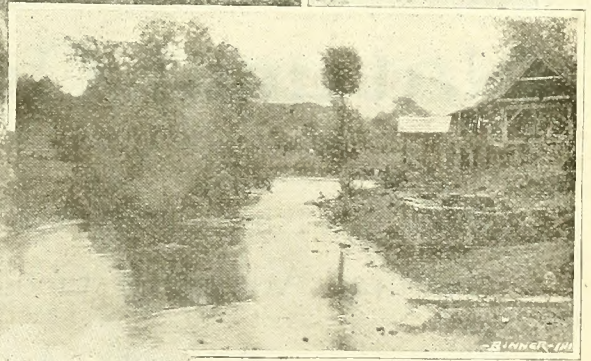
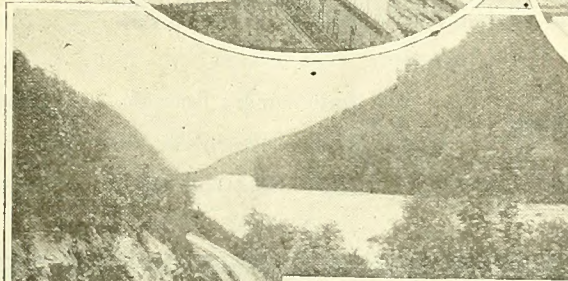
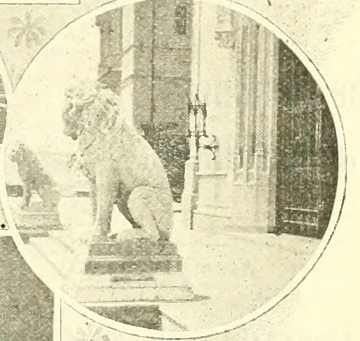
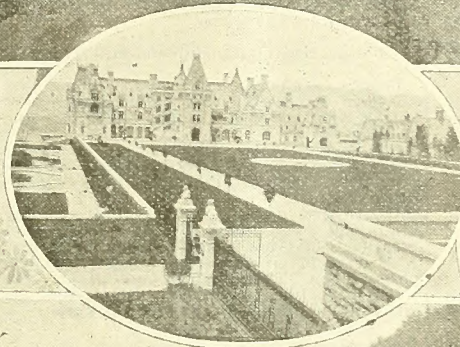
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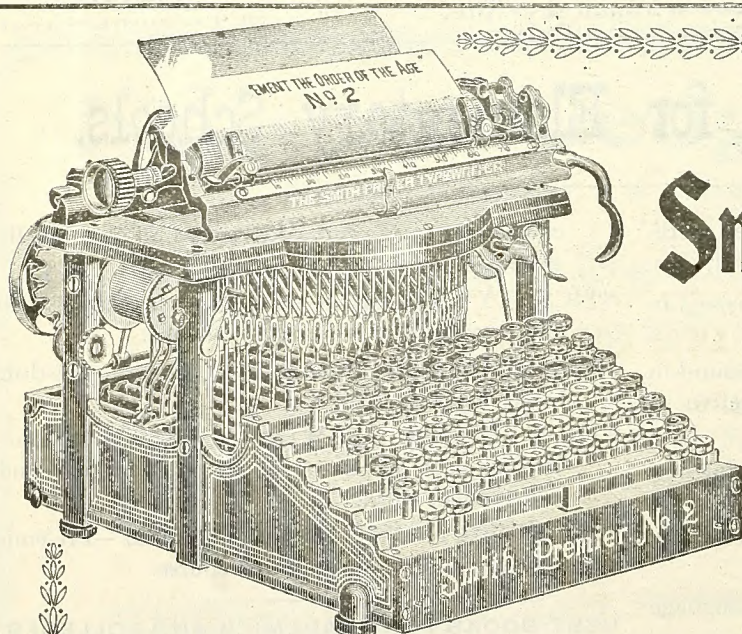
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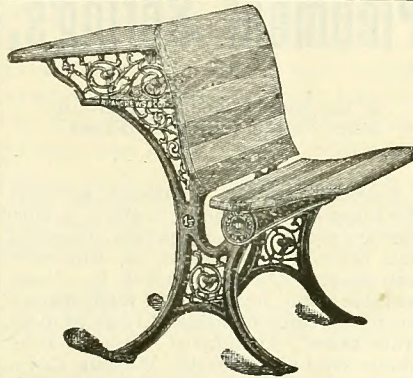
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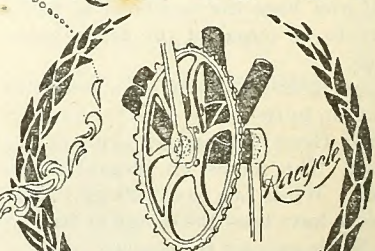
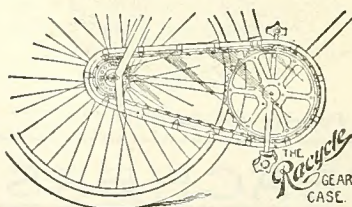
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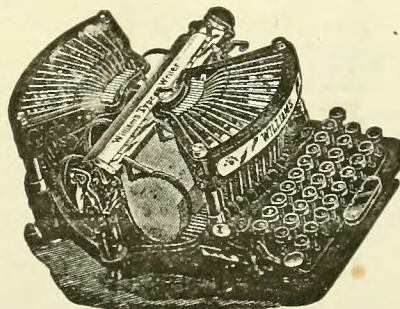
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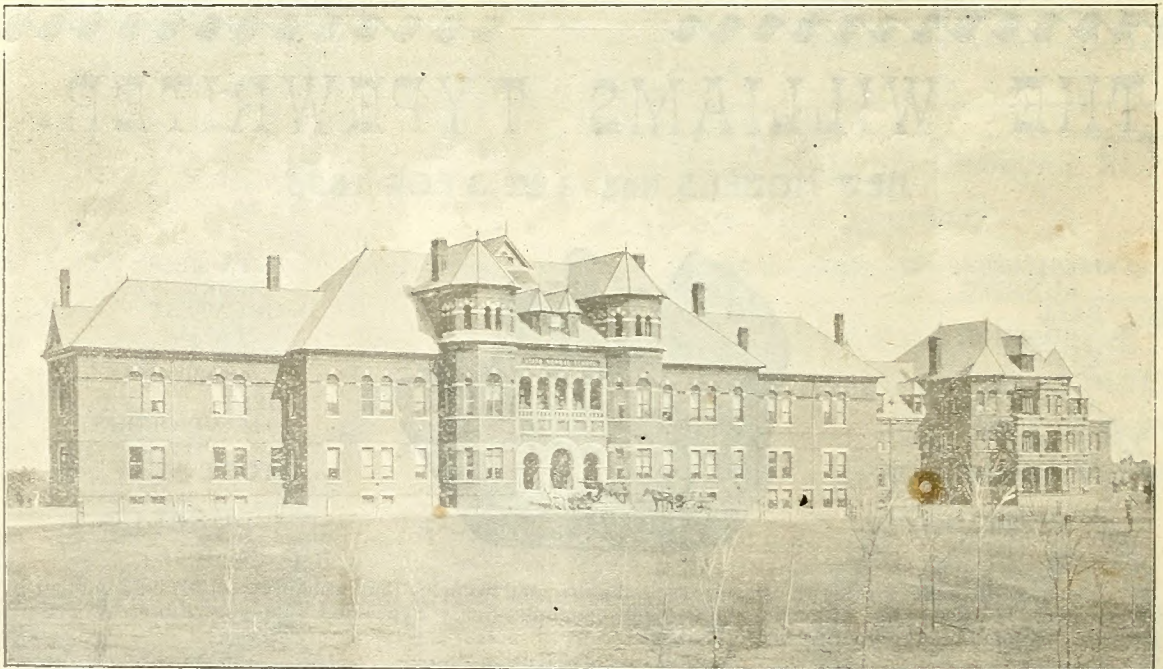
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NORTH CAROLINA

Journal of Education.

VOL. I.

GREENSBORO, N. C., JULY, 1898.

NUMBER 12.

Whatever is taught let it be taught accurately.

Children need examples and things which they can see, and not abstract rules.

Never let the pupils be over-burdened with a mass of things to be learned.

Let the teacher not teach as much as he is able to teach, but only as much as the learner is able to learn.

Three things always are to be formed in the pupil, viz: mind, hand, and tongue.

The foundation of all knowledge consists in correctly representing sensible objects to our senses, so that they can be comprehended with facility.

To instruct the young is not to beat into them by repetition a mass of words, phrases, sentences, and opinions gathered out of authors; but it is to open their understanding through things.

We must offer to the young, not the shadows of things, but the things themselves, which impress the senses and the imagination. Instruction should commence with a real observation of things and not with a verbal description of them.

Now, there is nothing in the understanding which was not before in the sense. And, therefore, to exercise the senses well about the right perceiving the differences of things, will be to lay the grounds for all wisdom, and all wise discourse, and all discreet actions in one's course of life. Which, because it is commonly neglected in schools, and the things which are to be learned are offered to scholars without being understood or being rightly presented to the senses, it cometh to pass that the work of teaching and learning goeth heavily onward and affordeth little benefit.



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I thank God that I have all my life been a man of aspirations.
... For the longing after good, however it springs up in the heart,
is always a rill flowing from the fountain of all good—from God.*

Nature gives the seeds of knowledge, morality and religion, but does not give knowledge, virtue and religion themselves. These have to be striven for. . . . Man then has to be educated to become a man. . . . In order that the human being may be educated to full humanity, God has given him certain years of childhood, during which he is not fit for active life: and that only is firm and stable which has been imbibed during these earliest years.

HOW TO SECURE SCHOOL LIBRARIES.

Every public school in North Carolina should have a library. Much that a child should know is not found in text-books. More can be learned about the world from stories of travel than from a geography, and more about the great men of the world from historical novels than from a history. The study of a text-book is usually regarded by the child as work, while the reading of books of travel or historical novels is a recreation; and the books he reads will open a new world to him and inspire him with a love for reading and a desire for a broader culture, which will affect his whole future life.

It is not the schools in the larger cities that need libraries, but rather the country schools in the thinly settled districts. In such schools the children know nothing of the great world except what they learn from books, and there are no books to which they have access. Many teachers have appreciated this fact, and have wished to provide libraries for their schools, but three reasons have prevented them from doing so:

First: Many of the best books are so full of tiresome details that children lose the thread of the story and throw down the book in disgust.

Second: The best works of the standard authors contain incidents which it is not proper for children to read, and many allusions which cannot be satisfactorily explained to them.

Third: The cost of providing such a library has been such as to make it out of the question for the neighborhood or the teacher to buy it.

All three of these objections, however, are met by the publication of the Standard Literature Series. The plan in this series has been, (1) to cut out the "padding," the tedious details which have proved so tiresome to young readers, but to leave a *complete story in the exact language of the author*, short enough to be read in the limited time of a school term; (2) To cut out all incidents and allusions which are of a questionable character and unsuited to children; (3) To add notes explaining every historical and classical allusion, so that the child will have no difficulty in understanding what he reads; and (4), most important of all, to publish these condensed volumes at a price so cheap that every neighborhood can afford to buy a set. Or, if the neighborhood should not care to do so, every teacher can afford to buy a set for herself and carry them with her to each school where she teaches, permitting the children to use them during the school term, and thus add to her own value and popularity in the neighborhood. The books published thus far are as follows:

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VOLUME I.

JULY, 1898.

NUMBER 12.

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PHILANDER P. CLAXTON,

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This number of THE JOURNAL has been unavoidably delayed. The August number will be published August 15th.

We call attention to the notice of the \$250scholarships at Bingham School on another page of this number of THE JOURNAL. So far as known, no other school of its kind has ever made such an offer in the United States. Here is a magnificent opportunity for ten young men in North Carolina to get, free of all charge, two years of training in this the oldest and best known school for boys in the South. The school is too well known to all North Carolinians to need any words of commendation here. Its high standard of scholarship, its ideal location among the Western North Carolina mountains, overlooking the French Broad river, and its perfect sanitary arrangements make a stay here most desirable; and fortunate, indeed, will be the young men who win these scholarships.

We call attention to the questions of the State Board of Examiners, published in this issue of THE JOURNAL. Every teacher should read them carefully, and then not rest until he is able to answer at least one or two of the lists. The questions are well selected, remarkably free from any approach to catch-questions and well adapted to test the teacher's real knowledge of the subject. In this respect they might well serve as models for the

examinations of the county supervisors—to whose attention they are recommended.

We are indebted to Messrs. E. L. Kellogg & Co., publishers of *Educational Foundations*, *The New York School Journal*, *The Teachers' Institute* and other valuable educational publications, for their courtesy in permitting us to use the cut of Comenius on the first page of this number of THE JOURNAL.

Since our last issue the various summer gatherings of teachers have taken place and many of the summer schools and institutes have been held. Most of the summer schools were well attended and the work was of a high order of excellence. Probably the most notable thing about them was the earnestness and spirit of work that prevailed—so different from the spirit of general recreation and pleasure which characterized such gatherings a few years ago.

The meeting of the N. E. A. at Washington City, July 7-12, was one of the largest gatherings of teachers ever brought together in America. More than 25,000 were present. The various programmes were well arranged, and the papers and discussions were of a high order of excellence. Professor Gordy's paper on "History in the Elementary Schools"—one of the best read—is published in this number of THE JOURNAL. Several others will appear in subsequent numbers, and the August number will contain a careful summary of all the most important papers and discussions.

We were glad to see a larger number of Southern teachers present than have usually attended these meetings. There were fifty or more from North Carolina. This was largely due to the energetic management of President McIver, state manager for North Carolina.

President Alderman was chosen a member of the National Council and Prof. J. Y. Joyner was elected a vice-president.

The next meeting will be held at Los Angeles, California.

The next great gathering of teachers will be at the Christmas meeting of the Educational Association at New Orleans. The JOURNAL OF EDUCATION will keep its readers informed as to programme, railroad rates, etc. A trip to New Orleans at this time will be exceedingly pleasant, and Southern teachers may learn to know each other at this meeting as they can do at no other.

The North Carolina Teachers' Assembly did not have the large crowd of teachers and "friends of education" which it has had in the past; but those who did attend did so because of their interest in the meeting, and the daily sessions brought together more teachers than have usually attended them when many hundreds were on the grounds. There was recreation enough, but it did not constitute the principal feature. The programme was interesting and some valuable papers were read. We publish Major Bingham's address in this number; other papers and a complete summary of discussions will appear in the August number.

The following officers were elected for the ensuing year:

President:

W. H. RAGSDALE, Male Academy, Greenville.

Secretary and Treasurer:

W. T. WHITSETT, Whitsett Institute, Whitsett.

Vice-Presidents:

D. MATT. THOMPSON, Graded Schools, Statesville.
EDWIN MIMS, Trinity College, Durham.
EBEN ALEXANDER, State University, Chapel Hill.
JOHN A. HOLT, Oak Ridge Institute, Oak Ridge.
E. B. LEWIS, Graded Schools, Concord.
MRS. J. A. McDOWELL, Graded Schools, Winston.
MRS. M. O. HUMPHREY, Graded Schools, Goldsboro.
MISS FLORENCE STEPHENSON, Graded Schools, Asheville.
MRS. FRANCES FEATHERSTONE, Graded Schools, Asheville.

The following committee were appointed to report to the next meeting of the Assembly a course in English and Literature for Elementary Schools:

EDWIN MIMS, Trinity College, Chairman.
J. Y. JOYNER, State Normal College.
THOS. HUME, University of N. C.
W. T. WHITSETT, Whitsett Institute.
J. D. EGGLESTON, Asheville Graded Schools.
B. F. SLEDD, Wake Forest College.
T. H. HARRISON, Davidson College.
J. A. BIVINS, Charlotte Graded Schools.

The following resolutions were passed by the Assembly. The first was offered by President Charles D. McIver; the second by Prof. M. C. S. Noble:

1.

Resolved, That in the opinion of the North Carolina Teachers' Assembly the supervision of the public schools would be greatly improved and the general cause of public education would be promoted if the state should adopt a plan to secure about ten district state supervisors, in addition to the ninety-six county supervisors. The state supervisors under the advice of the State Superintendent of Public Instruction should each have general oversight of the educational work in about ten counties, advising with county supervisors, instructing teachers in institutes and arousing proper educational sentiment among the people.

Resolved further, That the Teachers' Assembly send a committee of nine to the General Assembly of North Carolina to petition the legislature to make this improvement in the supervision of the public schools.

2.

Resolved, That it is the sense of the North Carolina Teachers' Assembly that the state should bear all of the traveling expenses of the State Superintendent of Public Instruction, necessary to a proper oversight and visitation of our schools.

The Association of Academies in North Carolina held a meeting during the session of the Assembly and elected the following officers:

President—J. ALLEN HOLT, Oak Ridge Institute.

Vice-President—HOLLAND THOMPSON, Concord High School.

Secretary and Treasurer, W. T. WHITSETT, Whitsett Institute.

The committee on academic course of study reported progress and promised a full report at the Christmas meeting.

The committee on school ethics was continued.

Children ought to be accustomed to active life and perpetual employment.—*Comenius*.

The understanding and the tongue should advance in parallel lines always. The human being tends to utter what he apprehends. If he does not apprehend the word he uses, he is a parrot; if he apprehends without words, he is a dumb statue.—*Comenius*.

Not only are the children of the rich and noble to be drawn to the school, but all alike, gentle and simple, rich and poor, in great towns and small, down to the country villages. And for this reason, Every one who is born a human being is born with this intent—that he should be a human being; that is, a reasonable creature, ruling over the other creatures and bearing the likeness of his Maker.—*Comenius*.

Edgar Allan Poe.

JAMES P. KINARD, WINTHROP NORMAL COLLEGE, ROCK
HILL, S. C.

Any treatment of southern literature would be incomplete without a discussion of the work of Poe. If any proof be needed to justify the claim that he is a southern writer it is found in the facts that he was a member of a Baltimore family, and that his sentiments, especially in his criticisms, show sympathy with the South. The following extract from a letter written in 1841 by Poe to Mr. F. W. Thomas, of Baltimore, shows his own feeling in this matter: "I am a Virginian—at least, I call myself one, for I have resided all my life, until within the last few years, in Richmond." As a matter of fact, genius belongs to no section, and the genius of Poe has made him a cosmopolitan; but it pleases us to claim for our own one whose work is read in many languages other than the one in which it originally appeared.

The father of the poet was the son of a hero of the Revolution—old General Poe, of Baltimore—and his mother was an actress of English parentage, already a widow when David Poe met and wooed her on the stage. David Poe had settled in Georgia to practice law, but he seems to have devoted more attention to amateur acting than to Blackstone, and soon deserted his law books for the stage. His success in this new field was not great, but his wife had real merit, and was, doubtless, the mainstay of the company.

In the fall of 1806 the Poes, at the end of a dramatic tour, found themselves in Boston, and this city proved to be their home for the next three years. Here two of their three children were born—William in 1807 and Edgar on January 19, 1809. At the beginning of the theatre season in 1811 Mrs. Poe was playing in Richmond, and, as no mention is made of her husband, it is supposed that he was dead. The mother and children are known to have been in the utmost destitution, and on December 8, Mrs. Poe died. The eldest child, William, was sent to his Baltimore kinsmen; Edgar was adopted by Mr. John Allan, of Richmond, a wealthy tobacco merchant; and Rosalie was taken into the home of a Mrs. McKenzie, of Richmond.

In 1815 Edgar went with his foster parents to England, and for five years attended the Manor House School, Stoke-Newington, a suburb of London. His childish impressions in this school are

recalled in his tale of "William Wilson." He returned to America in 1820, and, after six years of preparation, entered the schools of ancient and modern languages in the University of Virginia. In December of the same year he left the University with the highest honors in Latin and French, but, unfortunately, through his love for drink and the card table, he had run up a debt of twenty-five hundred dollars.

This Mr. Allan refused to pay, and placed his protégé, probably with the view of keeping an eye on him, in his own counting-room. But such work was not for Poe, and we soon hear of him in Boston, where he published his first volume of poems, under the title, "Tamerlane and Other Poems. By a Bostonian." On May 26, 1827, driven, doubtless, by want, he enlisted as a private in the army under the name of Edgar A. Perry, giving his age as *twenty-two*. After a year at Fort Moultrie, Charleston, S. C., his battery was transferred to Fortress Monroe, Va. While stationed here Poe secured, largely through the help of Mr. Allan, who had not lost all faith in him, an appointment to West Point. One can imagine that a man of Poe's temperament could not stand the routine of military life. He remained at the academy long enough to distinguish himself in mathematics and to *extinguish* any hopes he may have had of becoming a soldier. He was dismissed by court-martial March 7, 1831, for failure to perform his military duties. Having no right to expect further help from Mr. Allan, he turned next to Baltimore. Here he lived in great poverty with his aunt, Mrs. Clemm, his "more than mother," winning the love of her only daughter, Virginia. By his tale, the "MS. Found in a Bottle," he won the prize of a hundred dollars offered by *The Saturday Visitor*, and, what was of more value, the friendship of John Pendleton Kennedy, through whose help he secured the position of associate editor of *The Southern Literary Messenger*, published at Richmond. Here, with his young cousin-bride, not yet fourteen, he settled, spending the happiest year of his ill-ordered life. *The Messenger* grew under his hand, taking rank with the best literary magazines of the North. But, prosperity was what Poe could not stand. With growing fame and a comfortable home came his old enemy, drink.

It is not necessary to follow closely the life of Poe after he retired from *The Messenger*. The story of his success and failure in Richmond was repeated in Philadelphia—first as editor of *The Gentleman's Magazine*, and afterwards as editor of *Graham's*

Magazine. He shifted next to New York, where he helped Willis with *The Evening Mirror*, and later became the proprietor of *The Broadway Journal*, in which position he was able to sustain himself but a short time. After the death of his wife, in 1847, the shadows gathered thick about him. Nothing but infirmity of mind and of body can excuse the excesses of this period. While on his way from Richmond to New York in 1849 he stopped in Baltimore and was overtaken by drink and death in the city of his fathers.

These are the main facts in the life of Poe. A more detailed account would entangle us in the mass of contradiction which has gathered about him, and which he himself did so much to increase. Strong in personal prejudice himself, it comes as a sort of judgment that Poe's biographers have been moved largely by the same personal feeling in their treatment of him. For nearly a half-century the strife has raged. Rufus W. Griswold led the attack with vigor in the first edition of Poe's collected works, while Sarah H. Whitman ("Edgar A. Poe and His Critics"), John Ingram and many others have answered in a gallant defense. At last, however, we have in the life by George E. Woodberry ("American Men of Letters," 1895) a calm and dispassionate investigation of the many contested facts in the life of this unhappy genius. If, in addition to this biography, the student can lay his hand on Stedman and Woodberry's excellent edition of Poe's works, he may feel reasonably certain that he has at his disposal all that modern scholarship can offer him. Up to this time Poe's critics have spent most of their talent and ingenuity in trying to unravel the tangled skein of his life. His work, however, is our chief concern, and it is more just to him to judge him by this and to say as little as we can of his life.

Though we claim Poe as a Southern writer, we shall find nothing in his work to illustrate life in the Southland. Unlike Hayne, Lanier and Timrod, who reflect the spirit of the time and place in which they lived, Poe, in all his best work is circumscribed by no boundaries of time and place. In his work of least importance to us, his criticisms, one can see the effect of his sympathy for the South in his objection to the theme of much of Whittier's verse, but he was quick to see the best in Hawthorne, and Lowell, and Longfellow, though he did accuse the last of plagiarism. Intensely original himself, he attacked vigorously anything that smacked of borrowing in another. His criticisms, however, have

lost their savor. As a result of his exalted opinion of his literary powers, his rules of criticism are chiefly a commentary on his own productions. In his estimate of the work of others, he is too often swayed by personal feeling. And thus it happens that while in the greater part of his life he was known chiefly as a critic, the world remembers him only as a romancer and a poet.

With careful selection, good use can be made of Poe's tales in the class-room. They make a great impression on the mind of the young, and it is a very easy matter to inspire the student with a desire to know just how the effect of a given story is produced. That a certain effect is usually sought by the writer is seen from Poe's own words ("Philosophy of Composition"): "I prefer commencing with the consideration of an effect. . . . Having chosen a novel first, and second a vivid effect, I consider whether it can be best wrought by incident or tone—whether by ordinary incidents and and peculiar tone, or the converse, or by peculiarity both of incident and tone—afterward looking about me (or rather within) for such combinations of event, or tone, as shall best aid me in the construction of the effect." "The Fall of the House of Usher" may be read as a study of the effect of fear. The student should understand what produces the general tone—the effect of gloom that comes with the first glimpse of the building; the evidences of decay seen both in the house and the race of the Ushers; the looks and character of Usher and his sister; the tomb of Madeline; the sudden and total disappearance of the house and its inhabitants. Let the student note the unity of effect; the art with which the related parts, even the selected reading, are inter-woven, the feeling of entire satisfaction left on the mind of the reader. "Ligeia" and "The Masque of the Red Death" may be studied in the same way. "The Gold-Bug" offers a good illustration of the author's power of analysis. With "The Murders of the Rue Morgue" we have the beginning of the modern detective story, and the influence of Poe may be clearly seen in the recent best writers of this kind of story (Compare "The Purloined Letter" with Dr. Conan Doyle's "A Scandal in Bohemia"). Poe's tales are pure romance; they have no moral purpose; they are addressed not to the heart, but to the head.

Poe regarded his prose work as his best, but the world at large knows him as the author of "The Raven," which has been a veritable folk-song. He had published and republished many poems before

"The Raven," but this established his fame as a poet. No other American writer has won such enduring fame on so small a number of poems. "With me," he says, "poetry has been not a purpose, but a passion." In his poems as in his romances he shuns the didactic. "A poem in my opinion," he writes, is opposed to a work of science by having for its immediate object pleasure, not truth." All his best poems are in one mood—sad, sombre, despairing—a wail for something beautiful that is irrevocably lost. In the use of Poe's poems in the class-room the teacher brings work of real genius before his class, and has, in addition, an excellent opportunity for drill in the use of rhyme, refrain, and alliteration ("The Raven," "The Bells," "Annabel Lee," "Lenore," "The Haunted Palace" for allegory). Poe's analysis of "The Raven" ("Philosophy of Composition"), while probably not representing the real facts, affords the student an excellent peep into the work-shop of a poet.

A proper study of the life and work of Poe cannot but be helpful to our students, and the South has too few good writers to fail in making the most of this the greatest of them all.

How We Wrote a Geography.

FANNIE C. FARINHOLT, ASHEVILLE, N. C.

As a grade we had a sublime confidence in ourselves and were glad to undertake anything which our oldest student, who, in the phraseology of the school, was known as our teacher, might propose to us.

So, when at the beginning of our study of geography, she informed us that no book which she knew of on the subject quite satisfied her, and suggested that we should write a geography for ourselves, we were all entirely willing and ready, though not having the slightest idea of how to begin.

Up to that time we had been able to verify by our own actual observation the home geography of the town, the Beaucatcher ridge, the neighboring brooks and brook-basins, and the Swannanoa and French Broad rivers.

But now we were to branch out into the study of the continent, and there was much which we had to take on the testimony of others as recorded in books. It really was the beginning of our education in the use of books, but we didn't know that; we only knew that the teacher asked us to

bring any geographies we happened to have at home, and we came with all sorts and conditions of text-books. There were Maury's, Mitchell's, Barnes', Swinton's, Cornell's, Harper's and Guyot's, and a lot of World and Geography Readers, besides pictures out of newspapers and magazines, and little articles from *The Youths' Companion* and *St. Nicholas*. Our teacher rejoiced in such a collection; she said a one-book scholar was generally a one-sided scholar.

We had excellent relief maps, a sand table, and a big black-board with plenty of chalk. We started out to measure the breadth and length of North America. It was the first time we ever used a scale of miles, and we enjoyed it. Then we made "sums" about how long it would take a man to walk across North America if he walked ten miles a day, etc. We studied the Relief of the Continent. We felt very small, indeed, when, using a vertical scale of a thousand feet to an inch, we drew Pisgah and then drew Pike's Peak, Mt. St. Elias and a few others beside it. Pisgah isn't such a very high mountain after all, and we were sorry to find it so. When we had measured, and calculated, and drawn cross sections, we turned to see what our books said about the surface of North America, and the children who had Maury's read aloud what their book said, as did also the owners of the other books, so that we heard all these geographers on the subject; then, some of the children had come from the low seacoasts and some from the great lakes, and some had relatives who had crossed the continent—all of these told what they knew—and after awhile we were ready to put all that we had learned about the relief of the continent into writing.

The teacher would write what we told her, but she used to stop and wait and wait and ask question after question until she would get somebody to tell her what ought to come first, and then she would keep asking us to "say it another way," until one of us, or all of us together, got the sentence to run smoothly. We soon came to dislike halting sentences, and we would often ask the teacher to let us change what we had said and make it better. Sometimes she would put a question mark in parentheses after a sentence, and we always knew that meant that she was asking if that sentence told the exact truth, as we had found it out. She insisted we must use words which told the plain truth every time. When we had written all that we knew about the surface, we copied it in the

blank books we had for the purpose, and we followed this method with coast line, climate, etc., until at the end of the session, we had of our own making a book on the geography of North and South America. The teacher and pupils have never forgiven the teacher that she did not have parts of it published. This work was very slow, but we liked it, and we were amazed to see how much we found about our subjects in other books besides geographies. We would bring whatever we could to the class and the teacher would read it for us.

Every now and then, we would "take personally conducted tours," carrying with us the pictures of certain places in our geographies—we had our respect for Liberty increased by viewing her colossal proportions in New York harbor. We visited the White House, the Supreme Court, and the Halls of Congress, we went reverently down to Mount Vernon, we heard the roars of Niagara, we danced on the stump of a redwood tree, we narrowly escaped drowning in the canyon of the Colorado (The teacher stole that story bodily out of a magazine and put some of us in the place of the characters but we didn't know this); but, best of all to us, we spent days in the tropical forests of the Amazon valley, sailed on the broad current of that mighty river, drank coffee and watched its growth on a coffee plantation, held our breath as we crossed the dizzy passes in the Andes, and ate out of solid silver bowls in the dirt huts of Peruvian Indians.

But every story meant more work for us; for, though the teacher seemed to like to tell us all these things almost as much as we liked to listen still we knew we would have to tell them back, and we each one had to write about some place she had told us of. We could choose the place, but we had to tell of the country around it, the people we had met and what most of the people in that country were doing, and why they were engaged in that industry, and anything else we could find out. We liked this sort of compositions, and the teacher said she could tell from them ever so much more of how we had improved than she could have done by numbers of written examinations. She said they were advancing reviews, and that one forward-going review was worth a dozen backward-going examinations.

But for all that, although we enjoyed ourselves so much and thought our written geography was so fine, and although some of our parents read our books through, still there were numbers of them

who didn't even look at our books, and they complained that that careless teacher was so bent on amusing the children, that she never gave a lesson to be learned by heart at home, never had a single language lesson in her class, and never tried to find out what the scholars knew by so much as one written examination.

Some Observations on Science Teaching.

SUPERINTENDENT J. I. FOUST, GOLDSBORO, N. C.

Natural Science has not yet gained a general recognition in the courses of study of North Carolina schools. In some schools its educational value has long been acknowledged, and hence it has had an appropriate place on the programme. There has not been, however, until recently any tendency toward the introduction of this subject into all of our schools. Even now, its claims as an educational factor are often disputed, and efforts directed toward according it a more hearty support are, in some cases, met with opposition not only from the people, but also from some teachers who do not understand its claims upon their time and the time of the children.

There are two reasons which are at times urged against the teaching of natural science in our primary and secondary schools, and to those who urge them they seem sufficient to preclude this subject from the courses of study in schools below the college.

First, it is claimed that the time devoted to the study of science might more profitably be given to some other subject or subjects, e. g., mathematics or literature. According to this view, when we consider the relative value of the material to be used for school instruction, it, in this scale, falls below the other branches. I believe we must admit that in some instances we have carried science teaching beyond the limit of consistency.

We have in some few cases sacrificed the *culture* of the old education; but these few exceptions do not make out a case against this instruction. It has been the experience of our teachers that the whole school course has been given new *life* and *vigor* by the methods used in science teaching.

In the second place it is claimed that natural science belongs to the college and no attempt should be made to teach it until that has been reached. This objection assumes that a majority

of the children who attend our public schools will, after having finished the prescribed course, attend college.

We, however, know that only a very small proportion of our pupils ever receive any other advantages than those offered them in the public schools. Without any attempt or desire to encroach upon the college we must sooner or later recognize that we must prepare the children for *life* and not for *college*. I believe we have for a long time cramped ourselves by our attempts to meet the requirements of higher institutions of learning instead of trying to have some sort of a completeness in the courses of study of our elementary schools. By endeavoring to conform our work to the life and method of growth of the child we shall, I am sure, accomplish more—even better preparation for the college.

But, aside from this, the habits that are the most permanent and those that exercise the greatest influence upon mature life are formed in early childhood. If, as we claim, science teaching does give a training not given by the other studies of our schools then we are forced to the conclusion that the training should be attempted when it will produce the most satisfactory results upon the future conduct of the child.

Science teaching in our colleges would produce far better results if a good foundation were laid before the students enter upon the more advanced work, and if they were already acquainted with scientific methods of research.

Probably, nothing pursued in our schools more completely fits the child for the duties of after life than science properly taught, because the methods used are identical with the methods imposed upon him after school days have been passed and he is required to solve the difficulties encountered in his struggle for existence or supremacy. Entirely independent of books the child is required to observe certain facts and to draw his own conclusions from the observed facts.

No hint is given him as to what he may expect to see. He is asked to *observe*, to state the *results* of his observation and to formulate the *truth* that must follow.

There is a reality and tangibleness about this work that can rarely be attained in any other subject, no matter how skilful the teacher may be in his efforts to make his teaching concrete.

The *man* meets this same reality whether he enters one of the professions or engages in business. The world presents certain conditions to

him and invites him to shape his professional or business life as will best advance his interest under those conditions. The man of foresight can see things in their proper relation to each, and reasons accordingly. This man we call a *success*. The man who fails in these particulars we correctly call a *failure*. There may be no difference whatever in the circumstances by which the two are surrounded.

The difference is found in the individuals themselves. It is the duty and privilege of our schools to increase the *successes* and to diminish the *failures*.

Of course, we all know that training can not smoothe down all the inherited difficulties. It does, however, perform an important part.

Knowledge, to serve the highest use, must be systematically arranged. It should be well grouped. Science, taught correctly, greatly aids the child in the proper arrangement of the knowledge that he already possesses and fosters the habit of systematic observation.

While we must, of course, insist upon *close* observation, we should at the same time require this to be done after some orderly, well arranged plan. This can be demanded to such an extent as to cramp the child and destroy interest; but the wise teacher will guard against excessive routine, and yet will see that there shall not be an aimless rambling. Probably, in no department of school work is there such an opportunity for organizing the disconnected facts in the minds of the children as in this branch of study.

How Mildred Learned to Read.—II.

PROF. E. P. MOSES (in Carolina Teachers' Journal).

In my first article I stated that Mildred was drilled in speaking the elementary sounds almost as soon as she began to speak words. Pestalozzi insisted that the babe in the cradle should listen to these sounds from an older brother or sister, whenever practicable. Teachers have sometimes told me that they could not teach the sounds because they themselves did not know them. Any teacher who is not familiar with the sounds and desires to learn them can do so while she is reading the next two paragraphs, if only she will read them aloud and very slowly.

There are forty-one elementary sounds of English

speech. Of these, seventeen are vowel sounds and twenty-four are consonant sounds. Speak the vowel sounds heard in *hay, he, high, ho, hue*, and you will have the five long vowel sounds. Speak the vowel sounds heard in *hat, let, hit, hot, hut*, and you will have the five short vowel sounds. Seven vowel sounds remain. These are heard in speaking the words *ball, farm, her, moon, pout, boy, foot*. It is a sheer waste of time and energy to attempt to teach the so-called intermediate and obscure sounds, and wholly unnecessary, as they are ignored by some of the best authorities in England.

Of the twenty-four consonant sounds fourteen are very closely related to the names of the letters which represent these sounds. The sounds of six consonants can be easily ascertained by speaking the names of six letters, *b, d, p, t, v, z*, and rejecting the long *e* sound heard in each. The sounds of five more consonants can be ascertained by speaking the names of the five letters, *f, l, m, n, s*, and rejecting the short *e* sound heard in each. The sounds of two consonants, *j, k*, can be learned by speaking the names of those two letters and rejecting the long *a* sound heard in each. The sound of the consonant *r* may be learned by speaking the name of the letter and rejecting the Italian *a* sound found in the name. Of the remaining ten consonant sounds, four (*g, h, w, y*) may be learned by speaking the words *go, he, we, yes* and noting the initial sound. It will be observed that these four sounds have nothing in common with the names of the letters. There are six more consonant sounds, *ch, sh, th* (two), *ng, zh*. Four may be learned by speaking the words *chin, shot, that, thin* and noting the initial sound. The consonant sound *ng* is the final sound heard in the spoken word *song*, and the consonant sound *zh* is heard in *azure*.

A child who comes to school with a knowledge of the names of the letters can be easily taught the sounds in the manner explained above. A child who does not know the names of the letters should be taught the sounds from the spoken words alone. In this latter way Mildred was taught the sounds, as I have already explained.

When Mildred was two years old, or soon thereafter, she could separate into elementary sounds any word which she could speak, and she could give the word when she heard its elementary sounds spoken. When she was about four and a half years old she began her work with letters. From the beginning till now letters have been to her nothing but the signs of sounds with which she had long

been familiar when her attention was first directed to letters. Mildred was not taught all the letters at first, but twelve consonants and one vowel: viz., *b, d, f, g, h, l, m, n, p, r, s, t*, and *a* for its short sound. Probably it would have been better to have selected, at the start, a smaller number of consonants. The Roman letters were used exclusively at first, for several weeks perhaps, chiefly because I had found out, in similar work with my other children, that these letters most easily attracted their interest and attention. Some of my friends, in whose judgment I have great confidence, think that the choice of Roman letters is a mistake.

It was a difficult matter for Mildred to learn how to write these letters when she heard the sounds, or to give the sounds at sight of the letters. In every case an attempt was made to associate each one of the letters with the name of a child in the room; *e. g.*, M (sound) with the spoken word *Mildred*, T (sound) with the spoken word *Tom*, etc. But, at length, that work was accomplished, the hardest step in the whole process of learning to spell and read, because there is no reason why any letter should represent one sound rather than another.

The next step was for the child to write upon the blackboard certain of these letters whose sounds when combined make words, *e. g.*, *bat, fat, hat, mat, rat*, etc. The sounds were dictated to her one at a time, and whenever she had written the three letters an effort was made to show her that she had written a word.

The next step was for the teacher to dictate a word, as *pan*, and see that she wrote it correctly upon the blackboard without any assistance. In order to do this, it was necessary for her to know: 1. How to speak the word correctly. 2. To separate it into its elementary sounds. 3. To write the proper character for each sound. After having written a number of words, she was told to read what she had written, *i. e.*, to give at sight of the letters the sounds which the letters represented.

The teacher had before her for dictation a list of phonetic words of three letters, containing only the thirteen letters which I have mentioned. It is an easy task for any teacher to arrange a list of forty or fifty such words with these letters. When these words had been written, the child was shown the letter *o* as the representative of the short *o* sound, and thirty or forty more words, each containing that vowel sound, were written without the introduction of any additional consonant. The same course was followed with words containing the

short *u*, the short *i* and the short *e* sounds, so that, by the use of the twelve consonants with which she began writing and the five vowels representing only the regular sounds, more than two hundred words were written. Then other consonants and double consonants were added, and the vowels and diphthongs, representing other sounds, in groups, until more than fifteen hundred words, including plurals, etc., had been written by sound by the child. This work consumed the space, perhaps, of four or five months.

It goes without saying that the child enjoyed the work, because her spelling lessons did not consist in committing to memory column after column of words, but in creating for herself, day by day, a language through the exercise of her own powers. This can be the only rational method of teaching spelling, because it is the only method which rests upon the principle that the education of the child should accord with the education of the race—the deepest truth in pedagogics. To the student of pedagogy who has observed the application of this principle to the teaching of other subjects, it must be plain that some day English-speaking children generally will be taught spelling as German-speaking children are taught it to-day.

The first four or five months of school were spent in writing words by sound upon the blackboard. This Mildred did by separating into its elementary sounds each word as it was dictated by the teacher, and then writing the characters which stood for the sounds.

I am now of the opinion that this is asking too much of the youngest children. Therefore, I have requested the teachers here to give each elementary sound of the word, and require the child merely to write its symbol as dictated. I have not had this plan in operation long enough to be able to express a definite judgment on its merits, but I believe that by this course at least one-fourth of the time of the little people will be saved.

When Mildred had written her lesson of, say, twenty words, she was required to read the words by sound, *i. e.*, to give, at the sight of the letters, the sounds which they represented, and then to speak the whole word. When about fifteen hundred words (including plurals, etc.) had been thus written, a book containing words arranged strictly according to sound was placed in her hand, and she read only words in columns for, probably, two months more. Webster's Blue Back is an excellent book for this work. As it was ordinarily used, its presence in

our schools was baneful, and its displacement, perhaps, was necessary. But, properly used, it is one of the best books for beginners ever published. It seems to me plain that a careful reading of the preface will convince any one that its author had no other idea than that the words should be spelled out by sound and not by calling the names of the letters.

The words which Mildred read were arranged for the purpose of showing by numerous examples the general principles of English orthography. One of the most important principles is that silent *e* final is a sign that a preceding vowel is long; *e. g.*, *fate, these, pine, stone, pure*. Line upon line and precept upon precept are necessary to impress this vital lesson.

Words containing diphthongs were read in groups that the child might learn the ordinary sound which each represents. Thus, to show that the diphthong *ay* represents the long sound of *a*, Mildred had to spell out by sound *bay, day, lay, may, ray, say, way*, etc. To learn that the diphthong *oa* represents the long sound of *o*, she read *oat, boat, coat, float*, etc.

Some of our vowels, singly, represent sounds which are neither short nor long; *e. g.*, to the letter *a* we sometimes give the sound heard in *farm* and sometimes the sound heard in *ball* and sometimes the sound heard in *wander*. To learn under what conditions she was to utter these various sounds, she was required to read groups of words divided on that principle. The first list runs something like this: *bar, car, far, mar, tar, arm, farm, harm*, etc., from which the rule was deduced that the letter *a* before a single *r* represents this peculiar sound. The sound that the vowel *a* takes before *ll* was shown by the words *ball, call, fall, tall, hall, small, stall, wall*, etc. Again, the reading of such words as *wan, wand, wander, was, wash, watch*, etc., showed that the vowel *a* after the letter *w* often represents the sound of short *o*.

With such words as *ark, bark, dark, hark*, etc., in each of which the vowel *a* is followed by the letter *r*, comparison was made with words like *her, fern, term, perch*, in which *e* is followed by *r*, and with *sir, stir, bird, girl*, in which *i* is followed by *r*, and with *cur, fur, curl, church*, in which *u* is followed by *r*. It was thus an easy task to show the child that the letter *r* in English words, like the horse, is a vain thing for safety.

To put the question in a different form, in order to enable the child to read by sound, it was necessary that she should be made thoroughly familiar with

what I may be permitted to call the alphabet of sound. This alphabet consists of the twenty-six letters of the alphabet proper (the vowels representing their regular short sounds) and the following characters in addition: *a* followed by *e* final, as in *skate*; *e* followed by *e* final, as in *these*; *i* followed by *e* final, as in *kite*; *o* followed by *e* final, as in *stone*; *u* followed by *e* final, as in *mule*; *a* followed by *r*, as in *barn*; *e* followed by *r*, as in *fern*; *i* followed by *r*, as in *bird*; *u* followed by *r*, as in *urn*; *a* followed by *ll*, as in *ball*; *ai* as in *train*; *ay* as in *hay*; *au* as in *Paul*; *aw* as in *paw*; *ea* as in *leaf*; *ee* as in *deer*; *ew* as in *news*; *ie* as in *pie*; *oa* as in *goat*; *oo* as in *moon*; *ou* as in *house*; *oi* as in *oil*; *oy* as in *boy*; *ch* as in *church*; *sh* as in *ship*; *th* as in *this*; *wh* as in *whale*; *ng* as in *ring*; *gh*, silent, as in *fight*.

Thus we have an alphabet of fifty-five characters, twenty-nine in addition to the twenty-six letters of the alphabet proper. It was hard for the little girl to master all these, even by the aid of numerous examples for each one. Pictures on cards were used, with the diphthong printed underneath; for example, under the picture of a train *ai* was printed. I think that these pictures are very helpful.

When these fifty-five combinations were learned the child had gained the power to make out for herself about nine-tenths of the words she was soon to meet in her reading. Professor Laurie, in his admirable presentation of the advantages of the phonic method—"Report on the Dick Bequest" (Edinburgh, 1895)—claims that this method affords a "key to nineteen-twentieths of the words of the language." After a critical examination of many thousand words of our language, I think that this estimate is somewhat too high.

By the time Mildred had learned what has been indicated thus far she had been in school probably more than six months, and yet, so far as I know, she had never read a line of English. She could not get any meaning out of the first verse of "Mother Goose." One thing was still wanting, and that was familiarity with about one hundred words which are unphonetic, and which, therefore, cannot be made out by the child. It is impossible for a child, unaided, to learn such words as *one*, *two*, *four*, *who*, *whose*, *sure*, *tongue*. Therefore, it was necessary to take enough more of Mildred's time to teach her the principal irregular words as wholes, calling attention, after the word was pronounced, to every irregularity in each word. If there is one thing more than another to be insisted upon it is to teach thor-

oughly the small number of unphonetic words necessary in primary reading. Because they are very difficult to teach, there is great danger that they will not be taught well, in which case the child will not be able to read anything worth reading. If there is anything in literature more stale, flat and unprofitable than another, it is so-called stories composed entirely of phonetic words.

At first Mildred's reading of sentences was slow and difficult, because of the change in the printed order of words from columns to straight lines, and because of the constant change of the vowel sounds. Before the children began to read their lesson from the books, the teacher would write upon the blackboard some of the longer phonetic words and require the pupils to spell them out by sound; then she would write the unphonetic words in the lesson and drill upon them.

During the last two months of the school year left for the reading of sentences the little one read in school about twenty-five pages of "Mother Goose" melodies and fables, and also the whole of Barnes' Second Reader. In addition to these, she read by herself at home a number of children's books.

The Essentials in United States History to Be Taught in Elementary Schools.*

WILBUR F. GORDY, HARTFORD, CONNECTICUT.

The great aim of education is to reveal physical and human life to the individual, to the end that he may understand his relations to them. All-important questions for every individual to answer are these: What am I? What is the meaning of the world of physical and human nature surrounding me, how am I related to it all, and what are the possibilities of my life? From early childhood to the end of life we seek the answer to these questions in order that we may learn how to live rationally. We are ever seeking more life, and we truly educate others when we impart life.

A pertinent question for this paper to answer is, How does history aid the individual in understanding himself, his rights and his social obligations to his fellowmen? In other words, What practical value has history in elementary schools? To answer these questions we need merely call to mind the true nature of history. It is a study of the

* Read before the National Educational Association at Washington, D. C.

human will, of which actions and events are but the expression. Events are the material facts which constitute the real truth of history. These material facts are nothing more than the language of the feelings, thoughts, inclinations and motives of men, acting individually or collectively. Were they honest, manly and true? Had they worthy ideals—high conceptions of life? What were their joys and sorrows, their successes and disappointments, their hopes and aspirations? History concerns itself with men's ideals, and records the never-ending conflict of these ideals.

In these considerations we see the educational—the practical value of history to the individual life. We study the lives of men, as such lives are revealed in history, in order that we may learn how to live ourselves. Their lives furnish us a "vicarious experience," illuminating our pathway and serving as means of warning or inspiration. We study the past that we may interpret the present and prepare for the future.

The function of both the writer and the teacher of history, therefore, is to explain the meaning of human life by means of the language of actions and events. Each event aids to get an impression of the underlying truth, the character of the impression depending upon the character of the event. It follows that much depends upon the selection of facts. The historian, even when writing for adult readers, must select his facts with the nicest discrimination. With far greater care must the teacher of history in the elementary school select typical facts which shall aid the pupil to get correct impressions of the truth.

The guiding principle of the teacher, then, should be the nature of the facts rather than their number. We have already seen that this principle must be adopted by the historian even when writing for the purpose of developing thorough scholarship on the part of the mature student. But the development of thorough scholarship through the acquisition of a considerable body of facts should not be a dominant motive in elementary schools. In three grades only a short time is devoted to the study of history, and during this time many other studies, also, are pursued. Under such conditions a large knowledge of United States history cannot be acquired. Higher aims than mere scholarship should claim serious attention. If, for example, the pupil acquires an interest in history; if he learns to read it in such a way as to appreciate its meaning; if, in a word, he so learns to interpret the meaning of

events as to live in imagination amid the scenes of the past and make its heroes his companions and teachers; if such results follow his study of history, he has at his command the means of a continuous self-education of far more value than any number of mere facts indiscriminately memorized.

From these considerations it follows that only typical facts should be selected for use in elementary schools, and should be treated with such fullness as to make their meaning easily grasped. Then history becomes interesting, because it is vital—because it enriches the life of the pupil.

But the vitalizing power of history is not secured by the mere selection of typical events. The writer and the teacher of history should be just as careful in so grouping them that their cardinal relations may be readily seen. From one point of view events are causes; from another, effects. If the logical connections are made prominent by intelligent grouping, important events can be given due prominence, unimportant ones can be dropped out, and history as a growth can be easily understood.

With these principles to guide us, we may now consider a little more in detail the essentials in United States history to be taught in elementary schools. Only a very little need be done with the early discoveries—just enough to indicate how America came to be discovered, how it received its name, and how it was proved to be a distinct continent.

When, however, America had been discovered and named the great struggle on the part of the leading commercial nations of Western Europe for control in America began. The four nations most prominent in this struggle were the Spanish, the English, the Dutch and the French. Pertinent questions to be answered in the study of this interesting struggle are such as these: What were the aims and ideals of the parties to this struggle for control of the territory now belonging to the United States? Why, in the end, did the Spanish, the Dutch and the French fail, and the English succeed? To answer these questions only a small number of typical events are needed. If these are grouped about prominent leaders like De Soto, Raleigh, Hudson and La Salle—all of them representing the aims and ideals of the countries they served—the story will be a thing of life appealing to life. If the principle of selecting truly typical events be adhered to, the narrative may be made brief and simple.

Before taking up the most important chapter in

this struggle for control in what is now the United States, however—I mean the long series of inter-colonial wars between the French and the English—life in the English colonies must be considered. It is a waste of time to study all of these thirteen colonies in detail. A just allotment of time urges the use of typical facts in representative colonies for the three groups. Virginia and Maryland may represent the Southern group; Massachusetts and Connecticut, the New England group, and New York and Pennsylvania the Middle group. The all-important thing to keep in mind is that we wish the pupil to realize something as to what kind of people the colonists were, and what kind of lives—social, industrial, political and religious—they lived. What were their manners and customs, their dress, their modes of travel and communication, their industries, their religious worship, their attitude toward education? How did soil, climate and the physical conditions influence their lives and occupations? In short, what kind of people were they and what were their views of life in their new homes in America.

This special study of life in the colonies may be well made to cover the time from their settlement to 1689. By the use of three groups of representative colonies the pupil can study the three parallel streams of colonial history without being lost in the mental confusion that must result from a strictly chronological treatment of the thirteen colonies considered separately. Then, too, by comparison and contrast of the life of the people in one group with that in the others, certain definite and peculiar characteristics of the people in each group may be distinctly traced.

At this point I would emphasize the value of the study of some carefully selected facts in the history of the pupil's own state. For many reasons which space limitations forbid me to discuss here I would earnestly recommend the teaching of local history in our elementary schools.

Having followed the history of the English colonies to 1689, we may well pause to consider the significance of this date, which marked a turning point in American history. Up to this time there was little but a narrow, provincial spirit in the colonies. In a large measure each had selfishly gone its own way without much regard for the others. But after 1689 three sets of historic forces—Indian wars, troubles with the French, and difficulties with the royal and the proprietary governors—by degrees brought the colonies into more sympathetic relations and

prepared them for union. At this point, then, we may logically introduce the Indians and may wisely confine our attention to those east of the Mississippi. A few well-chosen facts about these people and their manner of life will prepare for the intelligent consideration of their influence upon the colonists, especially as to the outcome of the fur trade and wars. The Pequot war and King Philip's war will suffice for illustrations of the nature of the Indian warrior and of the general character of all their wars with the whites.

Just before entering upon the study of the struggle between the French and the English for control in America the logic of history calls for a consideration of French explorations, especially in the St. Lawrence and the Mississippi valleys. The vital relation to this struggle of the Iroquois Indians, whose friendship and fur trade were secured by the Dutch, and whose bitter enmity was, through Champlain's unfortunate gunshot, secured by the French, should be made conspicuous. These remarkable Indians played a very significant part in the conflict between the two great European rivals for empire in America.

To explain the real meaning of this struggle, only the last of the four intercolonial wars—the last French war—need be studied. Its causes, a few of its significant military events, and its lasting results should claim attention. Why Braddock failed, and why Pitt and Wolfe led England on to victory, suggest moral lessons of untold value to students of human life. Pitt and Wolfe were great leaders because they represented the highest and best in the people they led; they represented the noblest ideals of all England. Since those ideals were higher than French ideals, France was forced to give way to England in America.

In the study of the royal and the proprietary governors, attention should be mainly concentrated upon Berkeley in Virginia and Andros in New England. These men, earnest in their efforts to carry out the wishes of their royal masters and truly representing in America the Stuart tyranny in England, were important forces in preparing the English colonies for united resistance to England in the Revolutionary war.

In studying this war we shall wisely do more with causes than with military details. George III. and personal government, William Pitt and taxation without representation in England, and the attitude of George III. toward the Americans are highly suggestive topics. So are Samuel Adams

and no taxation without representation and Patrick Henry with his stirring words, "Give me liberty or give me death." In discussing the cause of this momentous revolution we should clearly bring out the truth that it was not so much a struggle between two peoples as between hostile principles in each of two countries. No more important truth can be taught than this, that there are two sides to every question. Certainly, in teaching this war, we should try to present the facts as they were and not as they have been so often misrepresented. We shall wrong the young if we appeal to their prejudice rather than to their sense of justice. Only a part of England was opposed to us in the American Revolution.

As to battles, a small number, like Lexington and Concord, Bunker Hill, Long Island, Trenton and the principle events leading to the surrender of Burgoyne and of Cornwallis, will suffice to explain the real character of the struggle. Washington's trials and difficulties and the suffering soldiers at Valley Forge may well be made to teach lessons of the highest moral value to the life of every boy or girl.

After learning the results of the Revolution, the pupil will be led to see why the Confederation broke down. He should carefully note the lack of power in Congress, which constituted the central government. A few salient topics will serve to bring out this important fact and will prepare him to appreciate the need of the Constitution and also its fundamental principles. He might well give special attention to a few of the important differences between the Articles of Confederation and the Constitution.

Thus far we have been studying the question, How did the United States come to be? The Revolution brought independence but not union. The Constitution brought union, but not that strong compact Union that exists in 1898. The young republic was weak—so weak that it had not the respect of the great powers of Europe. For twenty-five years after the Constitution went into effect the United States was engaged in a struggle—mainly commercial and diplomatic—with England and France. No large number of facts need be taught that the pupil may know what this struggle meant. Of course, it culminated in the war of 1812, which resulted in our political independence of Europe and prepared the way for the Monroe doctrine, containing an outline of the foreign policy of the United States.

But, while the struggle was going on with foreign powers there was an equally significant one going on at home between two political parties with hostile theories as to the true meaning of the Constitution. Shall the federal government be supreme over the State? Shall there be a liberal construction of the Constitution, so as to grant large powers to Congress and to the president? Hamilton said, "Yes;" Jefferson said, "No." Each of these men was sincere, and each was truly representative of a large political party. When these great political leaders passed away, they left behind them the same hostile political ideals, each struggling to overcome the other. But other leaders came to the front and bore aloft the standard of their followers. These leaders were Daniel Webster, who took the place formerly occupied by Hamilton, and John C. Calhoun, who took the place formerly occupied by Jefferson. Those giants fought with mighty energy, using in the struggle the weapons that had been forged by their predecessors. In time Webster and Calhoun passed away and Abraham Lincoln and Jefferson Davis stood at the head of their respective armies of followers. Under the new leaders, argument and persuasion were dropped. Each side rushed to arms and engaged in a terrible civil war.

Of course, after 1820 slavery bore a most important part in all this struggle and should receive a due share of attention. How it came to have a place here, its industrial value in promoting a more rapid development of the South, its civilizing effect upon the negroes, its moral aspect and its influence in leading the South to engage almost wholly in producing the great staples of cotton, rice, sugar and tobacco—all these phases of the slavery question, as helping to explain the causes of the Civil War and as aiding the pupil to appreciate the great race problem in the South to-day, should be presented briefly and simply in American grammar schools. Such questions are not difficult to understand. In connection with the question of slavery, much should be made of the influence of soil and climate upon the course of history. The rapid development of slavery in the South, under the impetus of cotton growth and the use of the cotton gin, is a most striking example of the intimate relations between physical conditions and industrial, social and political institutions.

Another note-worthy illustration of the intimate relation existing between man and the physical conditions surrounding him is to be found in our west-

ward development. It has been well said that up to 1890 American history was largely the colonization of the West. Certainly the bitterness between the North and the South was about the question of extending slavery into territory lying west of the Mississippi. Now, in the West, the prairie lands, so fertile and so easily brought under cultivation, invited the laborer to begin life anew, where he could get a good farm for almost nothing. The railroad encouraged westward emigration by making the transportation of emigrants and goods rapid, easy and inexpensive. It is interesting to observe that nearly all this westward emigration was from the North. Moreover, when these Western people began to find a market for their corn, wheat and other produce, they traded with the North, because the North had what they needed. The North and West found mutual profit in trade, and having common interests they soon found themselves having common sympathies, common political aims and purposes. Very naturally, when the clash of arms came in 1861, the West united with the North to preserve the Union. The part played by the West in the Civil War and the reasons therefor are most vital to a right understanding of our national history. Connected with the development of this significant movement, prominence should be given to Western settlement, Western life, the difficult problems of connecting the East and the West, the influence of the plains, of canals, rivers and railroads, and so on—all of which can be put so simply as to be made very interesting to the pupil.

The importance of the Civil War is not likely to be overrated, but the character of the fighting may be easily understood by the study of typical military events, such as the battles of Bull Run, Shiloh and Gettysburg, the naval duel between the Monitor and the Merrimac, and the capture of Vicksburg. The influence of the emancipation proclamation and the relations between the North and England and France are of vastly greater significance than military details. The manhood of the nation, as evidenced by the heroism on the part of both the blue and the gray, is worthy of special consideration, because it will prepare the youth of to-day for the sturdy, manly work always required of true citizenship. But, for this purpose a few typical events, made interesting, are worth far more than thousands of insignificant skirmishes, battles and other military minutiae.

Only a brief space remains for the discussion of the years intervening between the close of the Civil

War and the present time. The Civil War abolished slavery; it declared the nation to be supreme over the state. But new and difficult problems required solution in the days of reconstruction. The American boy should know some of these problems, for they will aid him in understanding the meaning of the South of to-day—the New South—a topic which should be presented with a due appreciation of its importance.

There is a New West also. What is that, and how has foreign immigration affected it? And how do the arid region and irrigation affect it and the country at large?

But there is more even than a new South and a new West. There is a new Union, very different from the Union that was sectionalized by slavery. What is that new Union, as brought about by the Civil War and as largely modified by important events since the war? I admit that the difficulties of getting at the truth here are very great. We are too near the history of these years to get a right perspective of the events that crowd them. But we are certain of the significance of some events because of their intimate relation with present problems. Grant's peace policy of dealing with the Indians may well be used in connection with some study of the reservation system and the Indian problem of to-day. Something should be done with such topics as the great exhibitions, as bringing out the wonderful advance we have made in art, invention, wealth and education; something with the meaning of, and progress made in, civil service reform; something with the labor strikes as indicating the strife between labor and capital; something with the ballot reform movement, in the interests of a better understanding of the relation between honest voting and good government; something with the tariff question as one of the vital issues of the hour; something with silver legislation as an aid to an understanding of what money really is; and something, also, with the foreign relations of the United States, especially in connection with the England-Venezuela controversy and arbitration, for the coming voter, and the coming woman as well, will serve their country with more intelligent zeal if they get even a few meager ideas of the relation of the United States to other nations. American boys and girls should learn that the country of which they are a part has, like themselves, moral responsibilities and duties, and that it can never realize a high destiny in the world by a mere increase in population and advance in material prosperity.

With considerations like the foregoing before him, the pupil is brought face to face with some of the vital problems of the hour and of his relation as a citizen to the right solution of these problems. And here we reach the goal of all the study of his country's history. He has learned what his country has done for him. Is he willing to make a suitable return in loyal, obedient service? Has the legacy left by Washington and Jefferson, Webster and Lincoln, enriched his life by giving him nobler ideals of citizenship? In a word, is the sum total of his life larger because of the inpouring of other and greater lives? If so, he has, indeed, realized in himself the true spirit of history.

The Application and Extension of Herbartian Principles.—II.

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The foundations laid by Herbart have been extended and developed by his followers, notably, Lazarus, Steinthal, and Wundt. Lazarus calls attention to the importance, for apperception, of ideas, feelings, interests, etc., of which we may be, for the time, unconscious. Steinthal further develops and classifies the various types of apperception as follows:

1. Identifying Apperception.—That is apperception in which the object and subject, or impression and picture in the memory, are alike.
2. Subsuming Apperception.—That in which the individual is apperceived by knowledge of the general species or class.
3. Harmonizing Apperception.—This is the co-ordination of ideas that belong to different classes, disregarding emotions and desires.
4. Creative or Formative Apperception.—This is found in all those combinations on which the progress of science is based in the creations of poets and artists, in the thinking processes of induction, deduction, etc. The characteristic of this kind is that in every case the apperceiving factor is created.

Wundt's specific contribution to the subject of apperception is in showing the function of the will in this activity.

There are, in the main, two schools of the interpreters of Herbart's doctrine: The one, conservative and literal, is led by Karl Volkmer Stoy; the other, independent and progressive, by Tuik-

son Ziller. Of these, the Ziller school is much the better

Ziller's guiding principles, taken directly from Herbart, are as follows:

1. The conception of moral training through instruction in the common school branches, keeping the five moral ideas in close touch with the content of the various studies.
2. The apperception of children, or their natural thought processes, founded upon acquired knowledge and social experience, as the only reliable guide to the selection and arrangement of studies, together with the best method of teaching them.
3. The necessity of developing in the pupils an inherent, far-reaching and abiding interest in study as a moral revelation of the world.

Ziller asks three questions, and all his work is the attempt to answer them. They are:

1. What studies must be selected as the subject-matter of instruction?
2. How must these studies be co-ordinated so as to conduce to the most perfect mastery of knowledge, the clearest insight into moral relations, and the formation of the highest moral ideals, the best moral disposition, the best moral habits?
3. What method of teaching will best further the above-named ends?

These questions and Ziller's answers to them will be taken up under the following heads and order: Subject-matter, Method, Co-ordination.

SUBJECT-MATTER.

The subject-matter of instruction is divided by Ziller into two groups, studies that pertain to *men* and studies that pertain to *nature*. The humanistic group comprises (1) history, (2) literature, (3) art and (4) languages; the group of nature studies, (1) geography, (2) natural history, (3) mathematics, (4) practical exercises and (5) gymnastics. A favorite idea with Ziller was that the child, in his development from infancy to manhood, passes through the same general stages that the race has passed through in its rise from savagery to civilization.

METHOD.

We now come to Ziller's fuller treatment of Herbart's four steps in the method of instruction. He has given a special function to the processes, *analysis* and *synthesis*, in that analysis works upon present stores of knowledge in order to prepare

the mind for the best possible apperception of the new material that is synthetically offered to it by instruction. Recognizing this separate function of analysis and synthesis, most followers of Ziller now divide the step *clearness*, as defined by Herbart, into two steps, thus making five in all, as follows: (1) *preparation* (analysis), (2) *presentation* (synthesis), (3) *association*, (4) *system* and (5) *application*.

The subject-matter of every study is to be divided into a number of smaller parts, called *methodical unities*, and each of them is to be carried systematically through the formal steps. The first step consists in the preparation for the reception of the new lesson. This is done by freshening up and calling clearly to mind such older ideas as bear upon the new. The second step begins with the presentation of the new lesson, and closes with repetition, drill, or whatever is necessary to fix the lesson. In the third step are brought together in the mind the newly won ideas, where they are compared and combined with the old. In the fourth step, by means of a few well directed questions, the general truth or notion is called out and freed from its particular applications.

With the fifth step, the process is complete. The clear, well-adjusted knowledge is applied. It is carried from the particular to the general, and back again from the general to the particular, thus welding together into firm, systematic association all the child's knowledge, and making it a reliable, personal possession.

CO-ORDINATION.

The articulation, or coördination of studies, involves two questions: What shall be the subject-matter of education? How shall it be arranged? These questions always have been and always will be the great questions to educators. Every age has answered them in its own way. In our own age, the application of the principle of apperception is revolutionizing the whole system of education. It becomes necessary to hold up all our old ideas and theories and consider them in the light of the new principle. Where they fail to accord with it, they must be laid aside and new ones formed.

The idea, then, is so to choose and arrange the subjects of study that each one will prepare the mind of the child to understand the others, and the subjects of each grade or class will lead up to

those of the next. Coördination is based, therefore, on the natural processes of the developing mind, according to the principle of apperception. It is desirable because it is based on this principle, and because it is economy of time and mental effort. It is held that coördination brings out the inter-dependence and oneness of all knowledge, thereby conducing to unity of mental life, consistency of volition and symmetry of character; that it powerfully develops the pupil's interest in all his studies by showing the relation and dependence of his favorite studies on all the others; that it gives insight into the moral relation of the world and leads to moral character, according to the development of volition through ideas, desires, interest, etc.; in short, that on this depends the proper development of the physical, mental and moral sides of the child's self.

The attempts of the disciples of Herbart to answer these questions from this point of view have resulted in various theories as to what should be chosen from the literature and science which constitute human knowledge as food for the intellectual life of childhood. Four of these plans will be discussed briefly here, viz.: Ziller's, Frick's, Col. Parker's and Dr. DeGarmo's, the first two being Germans and the last two Americans. The principal consideration will be given to Ziller.

Ziller's plan of articulation is one of *Concentration*. Seeking a principle for the selection of a *core* about which to concentrate the studies of the two groups, he adds to the psychological principle of sequence his own Culture Epoch theory. In accordance with this principle and this theory, the history and literature of corresponding epochs, as containing the greatest moral content, constitute this core in the *humanistic* group. He chooses for the first year or grade certain of Grimm's fairy tales; "Robinson Crusoe" for the second; and for the higher grades, periods of the German and Jewish national history (Bible history being taught in the German schools).

Geography is chosen as the core of the *nature* group. This, it is claimed, connects, not only the various members of this group, but also the nature group with the humanistic. About these subjects as cores are arranged the drawing, reading, writing, nature-study, number work, etc., to be studied simultaneously.

Dr. William Rein, at Jena, has developed these ideas and reduced them to practice. As illustrating the theory, let us take an example of a day's

work from the sixth grade of Dr. Rein's concentrated curriculum:

HUMANISTIC GROUP.

1. History { Sacred, Israel under the Kings: Saul.
Profane, Greek: Age of Mythology.
2. Art { Drawing, Hellenic Architecture.
Singing, Songs of Spring (Spring-time).
3. Language { German, (a) Form; (b) Content, Essay.
Visit to Preller Gallery.
Latin, (a) Form, Irreg. verbs; (b) Content,
Stories of Grecian Myths.
French (Preparatory work.)

NATURE GROUP.

1. Geography: Greece, Peloponnesus, etc.
2. Natural History: Garden work.
3. Mathematics. 4. Gymnastics. 5. Practice work, etc.

This plan seems practicable and sensible, and we might conceive of a little fellow's coming with some interest from a lesson in Grecian mythology to a drawing of Hellenic architecture, for instance.

Dr. Frick, of the Stoy school, considering more particularly the gymnasium or higher school of the Germans, while accepting the same materials of education and the Culture Epoch theory, rejects the idea of a core of concentration, and favors rather the *co-ordination* of the several branches. Especially natural science, he says, cannot be subordinated to culture studies. He depends on the reading matter of the mother tongue to preserve the unity of the course. The importance of history and geography is recognized and the same desire for unity is entertained. In fact, it really seems that the point of difference is only in the degree of concentration, which may be accounted for by the fact that Ziller contemplates the primary school while Frick considers the gymnasium.

Col. Parker's plan, like Ziller's, is one of concentration, but has another principle of unification, viz., universal law. According to this principle the natural sciences are to be taught, while such formal studies as are embraced in attention (observing, reading and hearing language), in expression (gesture, writing, speech, drawing, printing, etc.), and in judgment (form and number) are to be picked up incidentally by use. That is to say that formal studies, as such, should not be taught.

Thought precedes *expression* and, hence, should be spontaneous. This may be philosophical, but it is not practical, and it "leads to the logical at the expense of the psychological."

The latest arrangement of studies with reference to Herbartian doctrines is that of President De

Garmo, of Swathmore College, Pa. Although he prefers to call his suggested plan one of *coördination*, it is certainly one of concentration; for he divides the studies of the curriculum into three groups: the *humanistic*, the *nature* and the *economic*. Each has a core of content and a formal side. The humanistic group has a core of history and literature with a principle of development in the Culture Epoch theory, and language as a formal side. The nature group has a content of scientific fact and form in mathematics, the principle of development being that of science itself. The economic group, which is the point of departure for Dr. DeGarmo, has for its object the adaptation of nature to man and the preparation of man for his conquest over nature. Its content is economic and sociological questions, together with practical theory, and its formal side is mechanical drawing and manual training.

The main credit for this plan belongs, of course, to Ziller and Herbart, but DeGarmo's modifications are radical, greatly improving and adapting the theory to present-day demands. The content of the economic group is enormous, and its value is beginning to be realized.

We have been all along, and even now are, committed too entirely to the use of formal studies as the material of instruction; but the day of mental gymnastics is over and that of real knowledge and power is dawning. The rise of Herbartian principle and of those theories suggested by it forms the line which divides unmistakably all the educational doctrines of the past from those of the future. Those teachers who do not acquaint themselves with this new principle and conform their methods to it will be relegated along with the old education as surely as has been scholasticism.

You might read all the books in the British museum (if you could live long enough) and remain an utterly "illiterate," uneducated person; but if you read ten pages of a good book letter by letter—that is to say, with real accuracy—you are for evermore in some measure an educated person—*John Ruskin.*

The end and aim of modern education requires that one become able to think clearly, to aspire nobly, to drudge cheerfully, to sympathize broadly, to decide righteously, and to perform ably; in short, to be a good citizen.—*Supt. L. H. Jones, Cleveland, Ohio.*

A Few Sources of Historical Material.

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I find that often teachers have much good matter for the teaching of history upon their book-shelves at home and in the school without knowing it. This material is often to be found in the back numbers of magazines, very old copies of histories, biographies, collections of published letters, encyclopedias, or even in the form of standard histories or reports. Of course, there are the teachers who teach the words of the text-book, or very little more, who have not the historical spirit, and so fail to imbue their pupils with this spirit. I give below only a few of the sources of material for the study of United States history, but it is hoped that even this partial list will serve to show the broad field one may choose from. It is also hoped that it may bring to mind many a forgotten volume, picture or paper, and that it may open to many a teacher of history a brighter prospect and enable him to make a better plan for the teaching of the subject. Of course it is not meant that any teacher should purchase this or a similar list entire; it is merely to show how broad is the field of historical literature and how much that might be helpful is left unused.

For a general work of reference on American history there is no single publication so valuable as the "Library of American Literature," edited by Charles Edmund Stedman and Ellen Mackay Hutchinson. It is in eleven volumes and is somewhat expensive, but when obtained will furnish material for all ordinary needs. The only publication of historical material, designed especially for school work, is the valuable series of "Old South Leaflets." These are copies of original documents, extracts from old letters, speeches, etc., and are so cheap that there is nothing to hinder any pupil from having them. They are published by D. C. Heath at five cents each, or \$3 a hundred. In this class of general historical material, Winsor's "Narrative and Critical History of America" and Bancroft's "American History" should also be mentioned.

On the *Period of Discovery*, the publications of the Hakluyt Society contain nearly all the original narratives of the discoverers. "Pinkerton's Voyages" is also rich in information on this period. The illustrations of this time in Winsor's "Narrative and Critical History of America" are very good, as are, also, those in Harper's Magazine, Vol. 65.

For the Colonial Period, the publications of the

Massachusetts Historical Society are the richest single source; the "Documentary History of New York," the "Colonial Records of North Carolina" and those of the other colonies; the publications of the historical societies of the thirteen original states and of Louisiana and Canada. If you can find a copy of the "Relations of the Jesuits," published in Quebec, you will have a valuable addition. All of John Smith's works are reprinted in the "Reprints." The Century for 1883-'85 contains many valuable articles, reprints, and pictures on this period. For the study of North Carolina history, the teacher will find the histories of Hawkes, Martin, Lawson and Wiley, the "North Carolina Reader," and the "Colonial Records of North Carolina" invaluable sources.

The Revolutionary Period is made vivid by Frank Moore's "Diary of the Revolution," in one volume, consisting of extracts from contemporary newspapers, pamphlets, etc. Lossing's "Field-Book of the Revolution," in two richly illustrated volumes, is a mine of local and picturesque detail. In Winsor's History, again, one finds many facsimiles of contemporary articles, sketches of battlefields and campaigns. It goes without saying that the lives and letters of Washington, Franklin, the Adamses and their contemporaries in this great drama are of the utmost importance. For local history on this period, again, use the "Colonial Records." Superintendent Alex. Graham's pamphlets on the Mecklenburg Declaration, the histories mentioned for the colonial period, "Pioneers of the Revolution," published by the Public School Publishing Company, Bloomington, Ill., and Schenck's "North Carolina, 1780-'81".

The Period from 1783 to 1850 is the age of our constitutional and territorial development. The sources for this period are the Lives and Letters of Washington, Jefferson, Madison, J. Q. Adams, Clay, Calhoun, Webster and Jackson. The great speeches and debates are to be found in the "Congressional Globe," or in such collections as "Elliott's Debates," or Benton's "Thirty Years' View." This latter gives much that is valuable by way of comment, opinion, and anecdote. Greeley's "Great American Conflict" is very full of material taken from contemporary speeches and newspapers. On the development of the Civil Conflict, Lossing's "Field-Book of the War of 1812" is rich in local illustration and anecdote. Niles' Register, an important periodical issued from 1811 to 1814, is an excellent source for the student of this period.

For the advance of civilization in the West, take the publications of the various historical societies of the Mississippi Valley states, the government reports of the expeditions of Lewis and Clark, of Pike, Long, Fremont and Emory. On the manners and customs of the people, see McMaster's "History of the People of the United States," a valuable work. In our local history on these subjects we have Hawke, Wheeler and Wiley.

For the *Civil Conflict of 1850-1865*, Greeley's "Great American Conflict", Lives, Letters and Works of Clay, Calhoun and Webster, Lives and Speeches of Lincoln, Seward, Garrison, Douglas, Davis, Stevens, "The Rise and Fall of the Confederacy," by Jefferson Davis; Alexander Stephens' "Constitutional View of the Late War"; "The Battles and Leaders of the Civil War," published by the Century Company, or its equivalent published in the War Papers of the *Century Magazine*, beginning in 1884 and continuing through three or four years; the Comte de Paris's "Civil War", Blaine's "Twenty Years in Congress", Pollard's "Lost Cause", Cooke's "Wearing of the Gray" and Johnston's "Narrative of the War." Many reminiscent and autobiographic volumes are continually appearing of varying value, such as Mary Livermore's "My Story of the Civil War."

The Period of Reconstruction, The New Nation—(1865 to present time). I recommend that for this period the teacher and pupils begin to keep scrap-books, classified along the lines of such topics as the labor question, foreign relations, suffrage movements, civil service reform, race problems, the Spanish-American war, questions relating to the currency, etc. These scrap-books should contain newspaper extracts and pictures. In every case the source and date of the extract should be given. For the early part of this period, however, it will be necessary to have books of reference. A few of those to be had are McPherson's "Political History of Reconstruction", Johnston's "American Politics", Bryce's "American Commonwealth", "The Great South," by King; Bancroft's "Pacific States"—volumes on California, Utah, Oregon, Alaska, etc.—Appleton's "Annual Cyclopaedia", Thayer's "The New West", Ballou's "New Eldorado" (Alaska), McClure's "The South", and Bruce's "Plantation Negro as a Freeman."

To secure a good education to a child, three things are necessary—good teachers, good books, good methods.—*Comenius*.

The Process of Historical Interpretation.

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The organization of knowledge is a mental process. It cannot take place on the black-board or in the notebook, neither can the most perfect diagram represent its nature or results, except in a very imperfect and deceptive way. The fundamental process in the organization of historical material is interpretation, but it does not belong to history alone, but to all subjects. Wherever mind and subject meet interpretation goes on. It is, therefore, universal as well as fundamental, and must possess great teaching value.

In general, interpretation is the process by which the mind puts meaning into things. This process in history is possible because of the relation between the form and the content of the subject and of the relation between the particular and general phases of the content. The acts which a man, a party, or a nation puts forth are called events. In the sense here used the event is a physical thing and was seen and heard and felt by the people participating in it and can now be reproduced in imagination as other objects having physical characteristics. But in history men, parties and nations act because they think and feel. Thoughts and ideas, feelings and emotions constitute the content of history, and events the form. The event or form gives expression to the thought and feeling, or the content, and would not otherwise occur. The interpretation of an event, therefore, consists in discovering the thought and sentiment to which it gave expression. This is the event's explanation and meaning. It has no other historical significance. There are two steps in the process of getting the meaning of an event. First, the thought and feeling which preceded it and produced it must be traced up to the event's occurrence. This enables the student to see the event as a natural and necessary product of a growing idea or sentiment. This not only explains why the event arose, but why it took the peculiar form it did—why it was a voyage, a battle, a convention or an invention instead of some other kind of an event. Because of this fact the event is a sign of its own content. Second, the event must be traced back again into the current of thought and feeling out of which it arose. In this part of the process the student discovers what changes in ideas are wrought out by the event. This throws light back upon the event, thus enriching its con-

tent. What effects it produces will, however, not only depend on the nature of the event itself, but also upon the nature of other phases of thought and sentiment which it meets.

Without interpretation events remain as mere external facts with no historical significance. What puts meaning into settlement at Jamestown? First to view it as growing out of the determination of Englishmen to build colonies in America as a means of heading off the Spaniards, developing commerce and extending England's power and institutions. Second by seeing how the act of settlement reacted upon and strengthened all these ideas and sentiments. This gives the event a double content, as it were. The Boston Tea Party is interpreted if the student sees the public indignation caused by the arrival of tea, traces the work of the committees of correspondence in calling the great public meeting in Boston, December 16th, 1773, and, after the event, watches the couriers carry the news that night to the New England towns and next day starts with Paul Revere to carry the news to New York and Philadelphia. To make the interpretation more complete he should see how the party affected the public sentiment in England, and brought down on the head of Boston the Port Bill and upon Massachusetts and America other severe measures. This gives meaning to this great event which is too often looked upon as a trifling incident.

In the process of interpretation the mind soon begins to discover resemblances and differences in the content of events. On the basis of the common content found in a series of events a group or period is constructed. This unifies historical facts which are often very dissimilar in their physical and external aspects. This is the only way to unify and integrate historical knowledge. It may be represented, in an imperfect way by means of a diagram, but this representation before, or without, the real interpretation and integration is a species of pedagogical deception.

A brief reference to the interpretation of particular phases of thought and feeling in the light of some fundamental phase must suffice. Voting in the Congress of 1774 by states, the principle on which the confederation was established, the Connecticut compromise, the opposition to the Constitution, the Kentucky and Virginia Resolutions, The Hartford Convention, the Nullification of South Carolina, and the Secession of 1861 are facts widely separated in time and widely different in appear-

ance, yet the principle of State Sovereignty is their one common principle. It is their interpreting idea, by virtue of which they are organized into a closely related historical series without which they are disconnected and destitute of real historical content.

The School Exposition.

SUPERINTENDENT EDWIN S. SHEPP, REIDSVILLE, N. C.

A school exposition is not an exhibition. The usual exhibition, in which is shown the best work of the best pupils, with "finishing touches" put upon it by the teacher, has no educational value. It teaches deception. It is gotten up for display only, and the children know it. It is not representative of the work of the school. It is a sham.

An exposition is not an examination. A public examination at the close of the term is generally a fraudulent affair, fixed up by the teacher to deceive his patrons.

The school exposition, when properly managed, becomes a powerful factor in educational progress. It shows the improvement of every pupil in every branch every month. It is an important means of securing diligent study and good order through the entire year. It does not show the occasional work of a few of the brightest pupils, but the regular work of all the pupils. No selections are made.

The following general directions for the collection of material are given to the teacher. About two weeks after the school opens begin collecting papers from every pupil. Continue this every three weeks for a nine months' session. Collect all papers on the same subject on the same day. Collect material in all branches. To secure uniformity, use fool's-cap paper, cut in half sheets. A printed heading may be adopted, which any good printer will furnish at the usual price for the paper alone. See to it with the greatest care that the work is fairly and honestly done. Impress upon the pupil that he must be careful to improve in neatness as well as in correctness every week. The name of the pupil and the subject and date of the exercise are placed upon each paper.

It will be observed that we do not go out of the way for material, as it comes to hand in the course of the regular school work.

Some of the sources of the material to be collected may be briefly indicated. From the spelling: words spelled in class; words spelled out of

class; words spelled in sentences; words spelled with diacritical marks. From the language work: lessons copied from the reader or blackboard by small pupils; lessons written from dictation; reproduction of the substance of the reading lesson; compositions; letters; outlines of subjects for composition made by the pupils. From grammar: Diagrams; written analyses; parsing. From arithmetic: solution of problems, illustrated with diagrams or drawings; original problems. From geography: maps on paper; sand or clay relief maps; topic lists; compositions; special reports. From history: reproductions of history stories; outlines; drill lists; historical maps; essays, with illustrations and drawings. From botany: flowers preserved, mounted and labeled; leaves preserved, mounted and labeled; specimens of native woods; collections of fruits and seeds, mounted and labeled; drawings. From physiology: outlines and essays; drawings. From physics: apparatus made by the pupils; drawings. From geology: specimens of rocks, clay, soil, sands, fossils, etc.

It must be borne in mind that these preparations are not made by spoiling the last month of school, but in the course of the regular work. The teacher keeps the specimens as they are taken up in a box or cupboard prepared for the purpose. On the day before the close of the session the pupils assort their work by subjects and arrange it in chronological order, as shown by the dates on the separate sheets. Then, with paper fasteners, the maps are bound into atlases, the arithmetic papers into arithmetics, etc. The work is arranged upon the desks or upon tables, each pupil having charge of his own work. Large maps and pictures are hung on the walls and other interesting things may be suspended on cords going from window to window.

There are many things stowed away in every community and almost forgotten which are of the greatest educational interest and value. Among them may be mentioned relics of war, implements and utensils used in olden times, old books and newspapers, specimens of currency, rare coins, stone spears, arrow heads, pipes and other curiosities. It is one of the functions of the school exposition to bring these to light. The decoration of the rooms with flowers, pictures and bric-a-brac is very desirable.

The work of the day in arithmetic, drawing and other subjects may be placed upon the blackboard. When the day appointed for the exposition arrives the pupils take their places at their desks ready to

explain to visitors the work before them. This they will do with pride and pleasure.

Some one who reads this is ready to say, "Such an exposition is impracticable; it will take too much time and labor." To such a one the reply is, Anything of value costs something, and it is only those who are willing to make some sacrifice for the cause they are engaged in that can hope to succeed. However, this work does not, by any means, make the duties of the school-room heavier, but lighter. It shifts the care to the pupils and gives them the disciplinary training incidental to it. Instead of seeking to outstrip their fellows in an often ignoble competition for prizes, rewards and distinctions, they catch the spirit of the true rivalry which makes them anxious to improve upon themselves—to beat their own past records.

The exposition is the only plan which allows a comparison of the work of different pupils and different grades without ill-feeling. It opens the eyes of parents and other friends of education as to the work of the schools in the community. It renders permanent the temporary results of individual growth. It is not only a strong incentive to pupils, but it has a splendid effect as an incentive to professional work on the part of teachers. Teachers have little or no acquaintance with the actual work of their associates in the school-room. The exposition gives them this knowledge, and the standard of results expected from the schools is raised to the level of the best work presented. It places in the hands of the superintendent the work of the teacher in all its minutiae, thus enabling him to see what reforms are needed, to unify the work and to help where his services can be of value.

Finally, the exposition work is preserved from one year to another. When a pupil is promoted his work goes with him and is made one basis of comparison during the next session. His new teacher sees what he did the previous year and how he did it. This knowledge is of incalculable value to the teacher.

We wish that the whole teaching fraternity would catch up the power and progress there is in this educational feature. The idea is not new to many, but it is worthy of a wide field of application. It has in it the potency of an educational revival.

Self-reverence, self-knowledge, self-control.
These three alone lead life to sovereign powers.—
Tennyson.

Seventh Grade Paragraph Work in Literature and Composition.

MISS MINNIE HAMPTON, GREENSBORO GRADED SCHOOLS.

When the work in literature is begun the child is given an outline by which to read. At the recitation following this outline the child gives in his own language, clearly and fully, the thought of each paragraph, the teacher being careful that correct English is used and that no unusual word is adopted into the child's vocabulary without his knowing its meaning. After he has practiced in this way for some time he is required to make his own outline, always with the privilege of reading as far as he wishes in the selection studied.

The outlines made by the several children are discussed in class, and the best is selected and written in the composition books.

Incidentally, the geographical and historical setting is brought out with personal characteristics and circumstances of the author's life, so that when the selection is read the child has a fair general knowledge of the subject.

When the reading has been finished and the outline made the class is ready to begin the composition. To each member of the class a part of the outline is given, and, in this way, a complete composition is written, each pupil writing one paragraph. This must be done neatly and within a specified time (of from fifteen to thirty minutes). The paragraphs thus written are then corrected by the teacher and afterward copied by the pupils into their composition books, in each of which a penny portrait of the author and a picture of his home has already been pasted. It may be said here that the use of the portraits and pictures of homes has added very greatly to the interest in the work, and, as they can be bought for a penny apiece, two-thirds of the children will save their mites for that purpose.

The selections for this use are taken consecutively from the same author for several weeks and the work is concluded by writing a short sketch of the author's life.

To illustrate our plan of work, this is how we read Irving's "Knickerbocker Stories". A map of the Hudson valley was drawn on the blackboard, showing New Amsterdam, Tappan Zee, Pocantico river and the Highlands, as well as Tarrytown and Irvington. On the wall were hung Irving's portrait and a good picture of his home, Sunnyside. One of the most interesting selections to the children

was Wolfert's Roost, and this is the outline by which we read it and wrote our composition: 1. Describe the Roost. 2. Its first owner, the wizard chief. 3. His conquests and death. 4. His successors and the fate of the last sachem. 5. The Yankees at Vest Dorp; Peter's victory; witchcraft. 6. Wolfert Acker. 7. Wolfert's wife and Wolfert's fate. 8. The next owner of the Roost, Jacob Van Tassel. 9. The "Debatable Ground" during the revolution. 10. "Skinners" and "Cow Boys". 11. The farmers' confederacy. 12. A skirmish. 13. The "Water Guard" and why it was formed. 14. Jacob Van Tassel and his gun. 15. Jacob's garrison and exploits. 16. Jacob's last triumph and capture. 17. The capture and destruction of the Roost. 18. The "Flying Dutchman" of Tappan Zee. 19. Peace restored and the Roost rebuilt. 20. In what condition Diedrich Knickerbocker found the Roost. 21. The documents Diedrich found in the Roost and what he learned. 22. Sleepy Hollow Church—History, appearance, graveyard, congregation, pulpit and elders. 23. The Hollow—Farms, inhabitants and Carl's mill. 24. The Roost as it now exists (Sunnyside).

The "Legend of Sleepy Hollow" was read with even more interest; and in this way "Rip Van Winkle," "Sella," "Little People of the Snow," "Snow Bound," "Mabel Martin," "Masque of the Red Death," "Descent Into the Maelstrom," "Fall of the House of Usher" and "Evangeline" have been read, as well as a number of short poems, such as "The Planting of the Apple Tree," "Robert of Lincoln," "Annabel Lee" and "The Barefoot Boy".

A Lesson in Elementary Chemistry for Schools.

PROF. CHARLES BASKERVILLE, UNIVERSITY OF NORTH CAROLINA.

Below is given a first lesson in Chemistry. A course in Physics should, in the opinion of the writer, always precede one in Chemistry, and in the instruction of teachers he assumes such to be the case. It is to be observed that home-made apparatus is utilized almost entirely. This is naturally of greater practical value to the pupil, but it makes the introduction of the study into the curriculum of the schools easier, as all of us are hampered by the lack of finances.

WATER.

I. IMPORTANCE. Did you ever notice that when a man starts to build a house that one of the first things he does is to find the nearest source of water supply? Do you know that most of the prosperous towns or cities are located upon the

banks of some stream, or lake, or arm of the sea? Did you ever observe that many of the country houses are near a spring, creek or lake? Ask one of the alderman of your place how much money the town spends every year for water. How long do you think you could go without drinking any water?

2. PHYSICAL STATES. "Oh, water is such a simple thing," you exclaim. If you heat water sufficiently, you know it boils; it turns into steam, it seems to disappear, it evaporates. If you hold a cold plate over the top of a boiling kettle you notice the hot steam condenses and you get some of the water back again. How often you have seen the icicles hanging from the roof of the house. If you place a lot of them in a tin cup and put it upon the stove you see them melt down to water, and if you leave the cup there long enough, the water boils and passes off as vapor. We thus see the solid changed first into a liquid and then into a gas. These are the three physical states of matter, *solid*, *liquid*, and *gaseous*. Almost all substances can exist in these three interchangeable states.

3. MATTER. But what is matter? Anything that occupies space and has weight is matter. Steam or any other gas has weight like a cannon ball or potato, and as it "takes up room," it is a form of matter.

4. DIVISIBILITY OF MATTER. MOLECULES. If with a sharp knife we cut a potato in half, then halve one of these two parts, halve one of the quarters, and split one of the eights, eventually the piece will be so small that we cannot hold it in order to cut further. Shall we therefore assume that it is impossible to further subdivide that small particle because we have not the proper instruments to work with? No; but let us imagine ourselves with the very finest tools. We could subdivide and subdivide until the particles became very, very small. The ancient Greek philosophers were divided into two great schools of thought. One of the subjects on which they differed in their speculations was the divisibility of matter. One school maintained that the division continued until nothing remained, that matter is infinitely divisible. The other claimed that a point would be reached beyond which no further division would be possible, because following the former reasoning, matter would be composed of an infinite amount of nothing. The generally accepted theory to-day is that matter is composed of very minute particles, which by themselves are not appreciable to the senses, yet maintain the properties or char-

acteristics of the substance. These small particles are called *molecules*. At a distance we only see a pile of brick; we do not see the individual bricks. A molecule corresponds to a single brick in the pile. It is the smallest particle of matter which retains its properties as a part of the whole, and if it be broken up, it ceases to be a brick, or molecule.

5. CONSERVATION OF MATTER. When you heat the water you do not destroy it. You allow it to freeze by standing out in the cold over night, you obtain it again when the ice thaws. We might say, therefore, that it must be a substance that we cannot break up by heat or cold, although we can get it into very fine particles. Snowflakes are only tiny frozen particles of water. They are so small; too, that they can sift in, down or up, through very small cracks. We can neither taste nor feel the tiniest snowflake, yet one of them changes easily into liquid water. These little crystals *seem* to be molecules of water. They are not however. Molecules are even smaller, and the beautiful snow crystals are aggregations of molecules.

6. OMNIPRESENCE OF WATER. Water is present in almost all substances we know. It is in the air, as shown by the rains and the dew. It is in many rocks, although we do not see it, and it is in the soil. Plants and animals are largely composed of water with a smaller proportion of mineral matter. It is omnipresent, and a most difficult problem with a chemist is to get a substance perfectly dry—absolutely free from water.

EXPERIMENTS.

1. Heat a tin cup filled with ice, noting the temperature of the ice with a thermometer, and also that of the water produced by the melting of the ice. Allow the water to boil, and note the temperature of the boiling water and the steam. Hold a dry plate over the boiling water and incline it so that the condensed steam may be caught in another cup.

2. See how far you can subdivide an apple or potato with a sharp knife.

3. In a small tube closed at one end heat a little soil that appears dry; in another heat a crystal of laundry soda or alum; in a third tube heat some green twigs.

4. Cleanse two empty tin cans. Make a hole in the bottom of each of them with a nail. Place a piece of porous paper in the can over the hole and fill one of them with clean sand; the other with any kind of soil. Place them upon tumblers and pour in a dipper of water and let stand until the next lesson.

Educational Progress in North Carolina Since 1857.

MAJ. ROBT. BINGHAM, BINGHAM'S SCHOOL, ASHEVILLE, N. C.

An Address delivered before the North Carolina Teachers' Assembly at Asheville.

"Inasmuch," said the great Apostle to the Gentiles, "as I am an apostle, I magnify mine office." It becomes the teacher to feel the same way and to realize that he is or ought to be an Apostle for what is higher, nobler, and better; and I know of nothing which tends so much to magnify the office of the teacher and to give him strength and encouragement for his work as a contrast between the educational conditions in North Carolina in 1857, when I began to teach, and to-day.

In 1857 the state had but very faintly recognized that one of its chiefest functions is to protect the people from ignorance just as from any other deadly disease or contagion (for ignorance is a deadly and contagious disease), to protect the state from the effects of the unskilled brain and the unskilled hand.

Knowledge is power. Few are willing to deny it. The converse of this proposition is equally true that ignorance is weakness and folly and shame. There are a few who still claim that the duty to feed and clothe and warm the minds of the people carries with it the duty to feed and clothe and warm the bodies of the people. It is a sufficient reply to this dead, or dying, heresy to say that the feeding and clothing and warming of the body is for the benefit of the individual, while the feeding and clothing and warming of the mind is not for the benefit of the individual, but for the benefit and protection of the state.

The ideal government is a government *of* the people, *for* the people, and *by* the people; and if the people are to govern, the people must have intelligence to govern. The masses cannot create intelligence for themselves or secure it for themselves in any way, any more than they can create rain and light from heaven for themselves. The intellectual light for the masses must come from outside of themselves; it must be supplied by a power entirely above and beyond themselves, and the only power that can do it is the state. Educational light must come from above down; it is impossible for it ever to go from below up. It has never done so in the past. It will never do so in the future. The state must, therefore, supply the higher education; for higher education cannot support itself. It never has done it; it never will do it; it must be supplied and applied by the state, as in Germany, where every University professor is a state officer; or by the church, as in England, where the endowments of their highest institutions have been largely supplied by the church; or by private munificence, as in our own northern states; or by all these combined.

Up to 1857, and long after that time in fact, the state had done but very little for education, the church had acted feebly and on narrow, denominational lines, where it acted at all, and private individuals in the South, at least, had done next to nothing. I venture to say that Mr. Duke has given more to Trinity College within the last few years than all the wealthy men in the South ever contributed to every institution of learning of every grade in the south before 1857. So

that, as a result of this failure by the state to perform its function of protection against ignorance, our University in 1857 had never had a cent of appropriation from the state. Its president in 1857 was a politician, pure and simple. He had great native genius, it is true, but none of the training of the school, of the college, or of the University, and the specific function of the University seemed to be to train political leaders rather than to make scholars. This most successful politician was said to have been put at the head of the University, not because he was a scholar or a teacher, but to get him out of the way of other politicians in the race for a seat in the United States Senate; and, many years later, when the trustees offered the presidency of the University to Governor Vance, he declined it with the characteristic remark that he was "not ready to be shelved yet as Governor Swain was shelved by being made president of the University." The full professors in 1853-57 were were all northern men, the University having failed in over sixty years to educate teachers for its chairs. And I have seen it stated that when Johns Hopkins University was being organized and was looking for specialists for its professorships, no specialist in any line could be found among the alumni of the University of North Carolina, though her alumni were more numerous than those of any other institution of learning in the whole South at that time. This was the natural result of the policy of the University in those days. Her graduates were astute politicians; they became leaders in church and state, in peace and war; but very few of them were technically entitled to be called scholars, and still fewer became teachers of any kind. To illustrate this, there were 79 or 80 graduates in my class in 1857. Only four or five of them expected to teach. There were forty graduates in the University this year, and it was reported upon the platform that as many as twenty or more expected to teach. This difference needs no comment.

In an alumni address by the Hon. Samuel F. Phillips about 1888, the speaker, an ardent friend of the University and a great admirer of Governor Swain, made a remark in the college chapel that during Governor Swain's administration the college library had been opened only once a year and then as a ball room, and that no book of any value except public documents had been added to it, the last valuable addition to it bearing this inscription: "This book pertaineth to the University of North Carolina, signed Joseph Caldwell, President, 1833." and that during all the years from the death of Dr. Caldwell to the suspension of the University two years after the war ended, a period of the greatest scientific progress the world has ever seen, no additions were made to the scientific apparatus of the University, the apparatus used being exactly what Dr. Caldwell brought over from Europe about the year 1818.

With such insufficient inspiration for teachers from the highest institution in the state, it is not to be wondered at that the white illiteracy according to the census as late as 1880, was blacker in North Carolina than anywhere else among English speaking men.

PUBLIC SCHOOLS IN 1857.

The teacher is the school everywhere; but he must have appliances and he must be paid for his work. I knew the free school houses in North Carolina in 1857. I am sorry to say

that I have failed to get the exact statistics as to their value, but I believe that the aggregate cost of the free school houses in North Carolina in 1857 was not more than \$5 000. The State Superintendent of Public Instruction, Mr. Mebane, thinks that this is near the correct amount, and says that \$10,000 was the absolute maximum of the cost of the public school buildings in North Carolina in 1857, whereas the public school buildings in Asheville alone to-day cost \$50,000; ten times as much as a reasonable estimate for the public school buildings in all the state in 1857 and five times as much as the Superintendent of Public Instruction gives as a maximum. The school property of other cities and towns is of proportional value.

The maximum salary of the teachers was not as much as \$100, and did not average more than \$25 a year. They taught nothing but the three R's—"Reading, Riting, and Rithmetic." They got but very little for their work, they deserved but little. The free school teachers of that day had no intellectual position; they had no social position; they had no pecuniary position, and they had next to no power for good in the state, as a matter of course. There were at that time in North Carolina no training schools of any kind for teachers. There were special schools to train lawyers, to train doctors, to train preachers, to train soldiers, to train sailors, and our leaders got access to these; but the state did not realize that it was necessary to train her teachers, and they had not the means to be trained elsewhere. I knew the public schools before the first Superintendent of Public Instruction was appointed, and so "I speak that I do know, and testify that I have seen."

But nothing shows that there is, educationally, a new heaven and a new earth to-day in North Carolina more than this one salient fact, that there has been a chair of pedagogy established in the University. There is in the University a teacher, to teach teachers to teach. The professor of pedagogy was promoted from the public schools to a professorship for the training of teachers in the University, and that professor of pedagogy in the University, born and bred in North Carolina, a scholar and a teacher, was taken from the chair of pedagogy and made president of the University. His successor, M. C. S. Noble, had the training of Bingham's school both as a pupil and as a teacher in it, of Davidson College, of the University, was called from his place as teacher in Bingham's School to the headship of the public schools in Wilmington at the highest salary ever paid to a public school man in North Carolina, and from the public schools in Wilmington, he goes to teach teachers in the University with the training of the school, of the denominational college, of the University, of the class-room, in the private school and in the public school.

THE PRIVATE SCHOOLS IN 1857.

The educational torch was held up strongest and highest, in the state in 1857, by four private schools. Dr. Alexander Wilson had a school of the highest repute in Alamance county; James Horner, the strongest teacher I ever saw in a class-room, had a school of the highest repute in Granville county; the Bingham School, the oldest institution of learning of any kind in the South, was then located in Orange county; and Col. Lee had a school of high repute near Asheville; and

these schools were doing work that compared favorably with the work done by any private school anywhere, and commanded as high tuition fees as any other schools in the south. There were other private schools, but they were of a more local character and commanded less patronage at lower rates. They were manned by faithful men, who did earnest and faithful work, "the history of whose lives as a rule was brief and pathetic; they worked hard, they lived hard, they died poor." Many of them were preachers; for in those days preachers were often teachers as well; and these faithful men did much to keep the educational light in the state burning. But the private schools and the University, aided by the denominational colleges and the preachers, failed to give the state the education that the people of any state must have before it can reach its true position of greatness and power. An additional power must needs be given to education. This is now supplied by the public schools, at the public expense.

MECHANICAL EDUCATION.

This is a mechanical age. We are a mechanical race. Ours is a mechanical civilization; and yet in 1857—and long after that time—there was in North Carolina absolutely no school for the training of the hand. As a matter of history, the first tax money devoted to manual training was \$5,000 put into the hands of the Oxford Orphan Asylum about 1886, which appropriation I had the honor to recommend in January, 1885, when I was Grand Master of the Masons. The United States had recognized the importance of manual training by appropriating land script for the establishment of agricultural and mechanical colleges in every state in the Union. The proceeds of this land script had been used by the University in the merest theoretical training. A mass meeting was called in Raleigh to create a public sentiment which would vote a tax for the establishment of an Agricultural and Mechanical College in North Carolina and which would put us on the same plane with other communities, and I had the honor to be asked to address the meeting. As the state had made no provision for the University, or a very small appropriation, and as the University would be deprived of the land script fund, the University, Agricultural and Mechanical College, and friends of the University were conspicuous by their absence in this mass meeting. The private schools were indifferent to the movement, or, like the University, were more or less opposed to it, and had a very small representation at the meeting. But, despite the opposition of some of the school men and the indifference of others, a public sentiment was created which made taxation possible for this great movement, and we have an Agricultural and Mechanical College to-day taking rank with the best of its kind.

THE EXCLUSION OF WOMEN FROM THE BENEFITS OF TAXATION.

Another wonderful change in the educational sentiment in North Carolina is in the treatment of the women of the State. Long after 1857 women were excluded from all benefits of tax money for higher education. If a woman were mentally unsound, she might receive the benefit of tax money in the insane asylum. If she were morally unsound, she might receive the benefit of tax money in the penitentiary or county

jail. If she were unsound in sight, she might receive the benefit of tax money in the blind asylum. If she were unsound in hearing or speech, she might receive the benefit of tax money in the deaf and dumb asylum. But if she were "a perfect woman, nobly planned, to warn, to comfort, and to command," she was rigidly excluded from all benefits of tax money for higher education, although women composed more than half of our population. The churches were less liberal than the state in their treatment of woman. A denomination would lay an ecclesiastical tax and the ecclesiastical tax gatherer would collect the money from the church members, two-thirds of whom were women, an a denominational college would be established from which women were rigidly excluded, and no woman was ever admitted to a denominational college in North Carolina until Mr. Duke pried open the doors of Trinity College to women by offering the trustees \$100,000, which he promised to give if women were admitted, and declined to give if they were any longer excluded.

But God's time had come for the righting of this great wrong; and when God's time comes, God's man always comes, and that man was Charles D. McIver, who created the public sentiment by which the legislature of North Carolina has been enabled to lay a tax of \$25,000 a year for a woman's college. He did this against opposition and ridicule, and a very prominent educator said that he was a fit subject for the insane asylum for believing that the state of North Carolina would ever tax itself for this purpose, and many others thought the same way. And yet the legislature added \$5,000 to the \$20,000 appropriation to the University, because Dr. McIver convinced them that he must have \$25,000 for the women's college, and they were not willing to discriminate against the young men in favor of the young women, as they had so long discriminated against the young women in favor of men; and so they added \$5,000 to the appropriation of the University. And, furthermore, this year, for the first time in the history of the University of North Carolina, under the administration of Dr. Alderman, in whose hands the University has reached its highest mark, hitherto, the first woman took her degree. Every time her name was mentioned or the fact referred to that a woman had graduated, there was the most hearty applause, not only by the public, but by the students themselves, who, in other institutions, medical colleges and elsewhere, have frequently been rude to women who claimed their rights to higher education in state institutions.

This great forward movement in the public schools, the greatest educational movement that North Carolina has ever known, was inaugurated by Governor Vance in his first message after the campaign of '76. The movement was earnestly supported by Hon. J. C. Scarborough, Superintendent of Public Instruction, and Mr. Scarborough's efforts to push the movement forward were most ably seconded by such men as Dugger, Graham, Moses, Noble, Tomlinson and others of like spirit, and it was carried on with increased power under Superintendent Finger, who succeeded Mr. Scarborough, until every town of any importance in the state has now a graded school of high character, presided over by a superintendent who is a scholar and a teacher, and supported by teachers who compare favorably with other teachers anywhere. The attitude of the private schools to this forward

movement was at first hostile or doubtful, as a rule. Like the Scribes and Pharisees in the apostolic times, they questioned among themselves "whereunto this thing would grow" and how it would affect *them*.

I recall with pleasure that I advocated the movement from the first; for the best private schools and the best public schools are found side by side in the most progressive communities, complementing and supplementing each other. The various educational forces the denominational schools, the public schools, the private schools, the female colleges and the university, are, or should be, like the cavalry, the artillery, the infantry, the army and the navy of the state, all working together, each in its individual sphere and with its individual methods for the protection of the state in time of peril, and each occupying a position which no other can fill successfully; and our great peril is ignorance—the unskilled brain and the unskilled hand.

A COMPARISON BETWEEN NORTH CAROLINA AND MASSACHUSETTS.

To illustrate what education of the hand and brain does for a community, I will repeat some facts which I gave the Teachers' Assembly some years ago. Massachusetts produces nothing but granite and ice. They had in Boston about 1880 a public school house that cost \$750,000 of tax money. They had male teachers in the public schools who got very near \$4,000 of tax money. They had female teachers who got \$2,800 a year. They had private schools, commanding the highest tuition fees in the country, side by side with the public schools. They had the lowest rate of illiteracy in the United States and they had ten times the *per capita* wealth that North Carolina had at that time, with every advantage of climate and soil; while in 1880, according to the census, white illiteracy was greater in North Carolina than anywhere else among English-speaking men. I do not say that the high per cent. of illiteracy produces the low per capita wealth, but it is well to stop and inquire what is the cause of it.

A good many years ago I called the attention of the Teachers' Assembly to these figures of Massachusetts, and when some of them said that I was turning Yankee, I replied that if they could superinduce a state of educational conditions in North Carolina where the best male teachers in the public schools could get a chance at a \$4,000 salary and the best female teachers could get a chance at \$2,800 salary, they would all turn Yankee, unless they had lost their senses, and I heard nothing more of having turned Yankee.

A more striking example still, perhaps, is Switzerland, for the facts about which I am indebted to Mr. Claxton, and they are entirely new to me and are extremely striking. Besides a great technological university, to which it gives nearly one-half a million dollars annually, Switzerland has one hundred technical schools of various kinds. As a result of this special training of the hand and brain, of the 487,000 families in the republic of Switzerland, 465,000 own their homes and property, and have \$125,000,000 in the savings bank, although naturally Switzerland is one of the least productive countries in the world.

Such are the educational conditions of to-day in North Car-

olina as compared with those of 1857. We had but few private schools then with a small number of pupils. We have many private schools now with a large attendance. Our public schools then were without equipment, without skilled teachers. They did not have and did not deserve to have the confidence of the people, and the attendance was small. Our public schools of to-day compare favorably with public schools anywhere in equipment, in the personnel of the pupils and especially in the personnel of the teachers, the attendance is large and increasing. In 1857 industrial training by the state had not been conceived of. Now we have the state's industrial school for men, the state's industrial school for women, the state's industrial school for negroes and the state aids in the industrial training of orphans. Then the denominational colleges were languishing. Now they are strong in the personnel of their teachers and in the number of their pupils, and they are becoming strong in the amount of their endowments. The University is to-day a more potent factor in the state than ever before in its history. Dr. Caldwell, its first president, took charge of it in its infancy and raised it to such a position that its presidency was deemed (among the politicians who controlled it) a fair substitute for a seat in the United States senate.

In Governor Swain's hands it had the largest body of alumni in the southern states; was excelled in the number of its academic students, Governor Swain said, by but two other institutions of learning in the Union, and it acquired such a national fame that three Presidents of the United States, James K. Polk (one of its alumni), James Buchanan and Andrew Johnston, attended its commencements. Though not a teacher by profession, Dr. Battle was the first president of the University who had ever been a teacher before he became president, and he had the great distinction, impossible to any other man, of having "raised the University from the dead,"

and of having secured the first yearly appropriation for it from the state. Dr. Winston has the great distinction of being the first professional scholar, the first professional teacher and the first member of the University faculty ever raised to its presidency; and Dr. Alderman has the great distinction of being the first public school man and the first teacher of teachers ever called to its presidency, and this distinction should appeal very strongly to us as teachers. And in Dr. Alderman's hands the University has reached the highest status hitherto attained in equipment, in attendance and in power for good. This is only as it should be. When Sir Isaac Newton was asked why he was able to see into the secrets of nature further than other men, he replied, "Because I stand on the shoulders of giants." Dr. Alderman has the work of all his predecessors behind him, and he comes at a time of educational revival, the like of which has never been seen in North Carolina before. But the competition was never so keen before. In 1857 there was not a university west or south of North Carolina, and the colleges were few and feeble. There are now about thirty chartered universities in Tennessee, five at least, and perhaps more, being in the city of Nashville alone; and there are more than thirty chartered universities in Texas, I think. But despite all competition and all opposition, during the year just ended our University had the largest number of pupils in its history, more than three times as many North Carolina pupils as in 1858, and a larger proportion of its graduates of this year than ever before expect to become teachers. And lastly and chiefly, there never were so many young men and so many young women in the state who, at our various institutions of learning of all grades, are getting training, and aspiration, and inspiration toward higher thinking, higher living and higher working for themselves and for others, for good and for God.

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Questions of State Board of Examiners.

Last fall we published the lists of questions submitted by the State Board of Examiners to those who applied for the state certificate granting a life license to teach anywhere in the state without further examination. We publish below some of the lists submitted by the same board at the recent examination. Teachers will find it a valuable exercise to test themselves on these questions, and if they cannot answer them intelligently, to go to work on these subjects until they can answer the questions. A few years of work of this kind will give many teachers the power to stand this examination and secure the state certificate. Questions on other subjects will be published next month.

Geography.

1. Describe the surface of Asia and tell some of its striking features.
2. Describe the surface and drainage of North America and compare it with that of South America.
3. Give a brief outline of your plan of teaching Geography to a class of beginners.
4. Name five of the largest cities in the United States and give some facts of importance in regard to each.
5. What city or town in North Carolina has bright prospects of growth because of its geographical advantages? Name these advantages.
6. Name five European cities, and give some facts of importance relating to each.
7. Define Latitude, Longitude, Tropic of Cancer, Tropic of Capricorn.
8. Name all the larger rivers flowing into the Atlantic ocean, its gulfs and bays.
9. What is a river basin? In what river basin do you live? What river basins bound the one in which you live?
10. Draw a map of North Carolina, locate and name the sounds, capes, rivers, lakes and mountains.

History.

1. Write a short account of De Soto.
2. Define the "Monroe Doctrine" and tell who was Monroe.
3. What was the "Missouri Compromise?"
4. Give a short account of "The Battle of King's Mountain."
5. Give the cause and result of the "Mexican War."
6. Give a short account of the battle

between the Virginia (Merrimac) and the Monitor, and tell the influence of that battle upon modern warfare.

7. Tell something of the discovery and settlement of Roanoke Island.
8. Locate and name three early permanent settlements in North Carolina.
9. Give a short account of the Battle of Moore's Creek.
10. Tell one or more facts about Wm. A. Graham, James C. Dobbin, Z. B. Vance, T. H. Benton, Thos. L. Clingman, Jos. E. Johnston, Gen. Wolfe.

English Literature.

1. Show how the introduction of Christianity influenced the early literature of England.
2. King Alfred and his work in behalf of literature.

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Two years ago, after the manner of the United States Military and Naval academies, Major Bingham offered the young men of North Carolina eleven (11) scholarships, \$250 each, to be awarded by the Congressmen for their own districts and by the two Senators for the state at large to the young men who should win them by standing highest in a competitive examination on English, Arithmetic and the Geography and the History of the United States.

There were considerably more than one hundred (100) competitors and all the scholarships have been occupied by young men who averaged high in ability and earnestness.

Nearly all the incumbents having completed the course with success, the scholarships are vacant, except for the eighth district, and open for competition again.

Examinations will be held in each district about the middle of August on such exact day and at such place, and before such committee as each Congressman for his district and each United States Senator for the state at large may select, and applicants are referred to their own Congressman or to the Senators for particulars.

In case there is no examination in any district a special examination may be had in Asheville on the 24th of August before the Faculty of the School; and, if the man who stands highest does not use his scholarship for any cause, it is open to the second best man as alternate for ninety days after the examination.

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The lives are of Davie, Macon, Murphy, Gaston, Badger, Ruffin, Swain, Graham, Bragg, Moore, Pender, Pettigrew, Ramseur, Grimes and Hill; and they average about forty pages each.

The Introduction of about fifty pages is devoted to showing how our history is being miswritten by Northern historians and their foreign allies. Owing to the educational value of the work teachers and students are preferred as agents.

The canvass for this book is comparatively easy because the agent is only to see, on an average, from twenty-five to fifty people in a township—i. e., the people who take newspapers, or the people who have some State pride, or those who take interest in education. Other classes it is hardly worth while to see, because they will not be able to distinguish between a canvass for this book and that of ordinary sensational literature, and they will not be able to appreciate the delicate compliment implied in being selected and offered the privilege of buying a book which is the product of twenty-four minds—many of them among the best the State has produced—and which contains much of the best literature ever written in this state. The following classes do not make good agents:

- (1.) Those who are afraid of people.
- (2.) Those who are too modest to boom any business in which they have an interest: these are too good for this world.
- (3.) Those who do not study their business before they start their canvass.
- (4.) Those who are not fully persuaded that the book itself ought to be in every family where there is a reasonable expectation of education for the children.
- (5.) Those who do not know that men are a more important study than books, and that a business which requires contact and solicitation is the best school in which to study human nature.
- (6.) Those who do not know that they have the moral support of every right-minded person in every community in which the canvass is conducted.
- (7.) Those who do not believe that they can make from \$3 to \$10 a day in every community in which they can find, in a day, from seven to twenty-five reading men—or that many parents anxious that their children should become reading men and women. All who desire to become our agents should make application before the 15th day of August, 1898, and indicate the territory they would like to cover. Address,

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3. The influence of the Norman Conquest on English literature. Name four *cycles* or groups of poems that grew up under Norman influence.

4. Discuss at some length Shakespeare and his works, referring to such of the plays as you have read.

5. Addison; his life and his work as the originator of a new form of literature.

6. Tennyson as the representative poet of the nineteenth century.

Botany.

1. Describe the vegetative organs of a young seedling.

2. Explain the passage of soil water into the root hairs.

3. Distinguish trees, shrubs and herbs.

4. Describe the structure of a bud.

5. Mention examples of the daily movement of leaves.

6. What is pollen? State three ways by which it reaches its destination.

7. State the characteristics of the fungi.

8. Tell how ferns reproduce themselves.

9. Explain the wilting of a cut stem.

10. Describe a cell.

Psychology.

1. Give a definition of the term psychology and explain the meaning of the words used in your definition.

2. Give the usual classification of the mental powers, state why such classification is made, what it means, what it does not mean, show their interdependence, and give examples of phenomena belonging to each class.

3. What constitutes the nervous system proper, and what is the relation of the activities of the mind to the nervous system

4. Mention some facts which illustrate the connection of mind and body.

5. Explain and illustrate what is meant by consciousness.

6. Explain what is meant by presentative power and distinguish the same from representative power. To which of these does memory belong?

7. Define and illustrate induction and deduction.

8. Give an example showing the operation of the will element in mental activity.

School Law.

1. Who compose the State Board of Education, and what are the duties of this Board?

2. When and for what purpose was the State Board created?

3. Explain why we have five mouths of school in some counties and only two and a half in others.

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5. When and by whom are text books adopted for our Public Schools?

6. (a) Give the principal duties of the County Supervisor. (b) Duties of the committees under the present law.

7. What are the sources of the Public School Fund?

8. How would a public school teacher proceed to obtain his salary?

Physiology and Hygiene.

1. Name the organs which lie in the thorax and those which lie in the abdomen.

2. Describe the articulation of the bones of the skull.

3. State the function of the red corpuscles of the blood.

4. Explain the coagulation of the blood.

5. Describe the structure of the heart.

6. Explain the movement of the air into and out of the lungs in respiration.

7. State the function of the pancreatic juice.

8. Describe the structure and state the functions of the spinal cord.

9. Distinguish voice from speech.

10. Name the structures through which air vibrations pass to the auditory centre in the brain.

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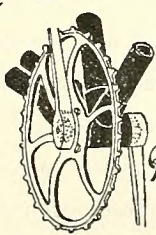
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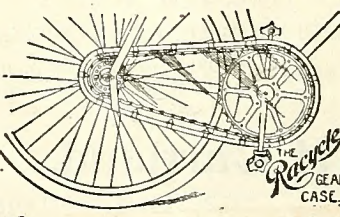
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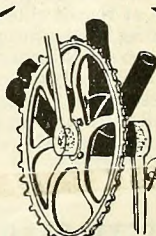
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The North Carolina Publication Society has wisely delayed the publication of its forthcoming book, "Lives of Distinguished North Carolinians," until the 1st of September, not only to secure greater perfection in the execution of its details, but because the fall is the best time to bring out a book in this state; besides it gives the canvassing agents the month of August in which to put in their best work.

The table of contents, which we publish below, is a sufficient guarantee that it will be a work of much interest to North Carolinians, and we hope it will realize the patronage it deserves.

Our interest in it is chiefly from an educational standpoint. "A good course of home reading," says the preface, "is the best substitute for the schools, as well as a powerful assistant in such training."

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We call attention to the advertisement for agents contained in this issue as giving other particulars of the work, and it is an interesting contribution to THE JOURNAL.

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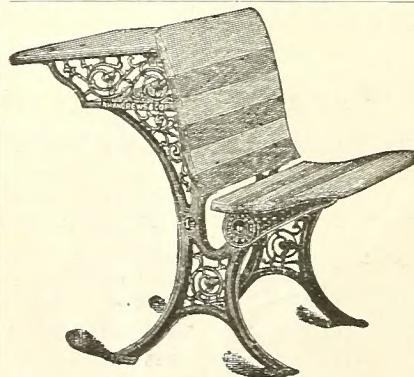
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BRIDGEWATER, N. C., Jan. 19, '98.
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My Dear Sir: I received your letter about ten days ago. I was glad to hear from you. My time has been so completely occupied I could not answer sooner. I am very sorry indeed that I have neglected writing you so long.

I am proud to say I have never drunk a drop of anything in the way of liquor since the 11th of February, 1893, while I was at your Institute. I have not wanted any nor have I had the least thought or desire to take a drink. I feel in my own mind and I think my friends regard it in the same way, that I am "Proof Positive" to the efficacy of the Keeley Treatment.

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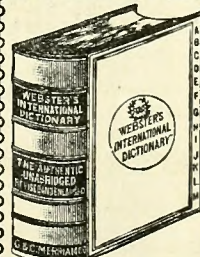
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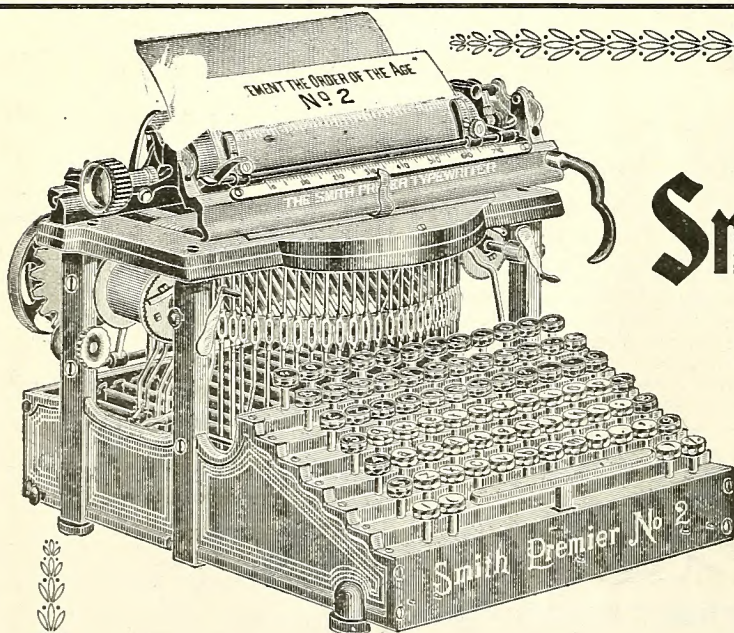
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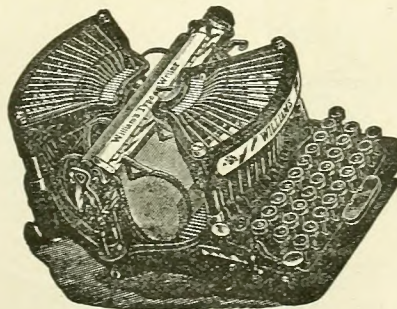
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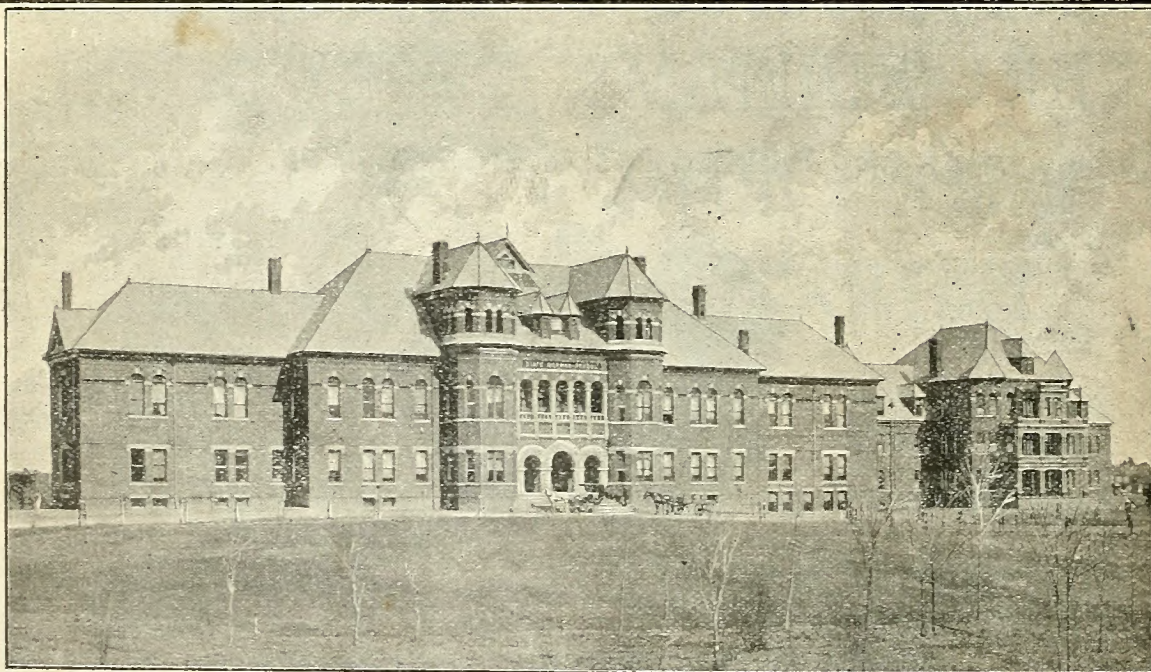
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